Study of commitment and resilience of public and private high school teachers in Yogyakarta

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Abstract: In the education point of view, the teacher is an important subject that must be taken into account. The profession of teacher is noble and complex, requires good resilience in school and class. The purpose of this study is to determine the relationship between commitment and resilience of public and private high school teachers. This is quantitative research with 43 subjects (25 public high school teachers and 18 private high school teachers) in the city of Yogyakarta. Data were collected through the incidental sampling technique. The preparation of the scales and the implementation of a valid and reliable scales trial were also carried out. There are 27 items on the resilience scale with a reliability value of .929 and a scale of teacher commitment behavior with 22 items reliability value of .873. The analysis technique used is Pearson Correlation and independent sample t-Test with SPSS program. The results showed that there is a positive relationship between commitment and resilience subject with a correlation coefficient value of .737, significance (p) of 0.000. While the difference test showed that there is a differentiation in the resilience of teachers in private schools with public schools, with a significance of p .000. Although there are differences in resilience, the data description shows a high level of commitment and resilience of teachers above 75%, with 62% working period over 11 years, the subject's employment status is 44% as contract teachers, 40% is ASN, and 16% is for permanent teachers. From the research, it is recommended to conduct a teacher resilience knowledge, skills and attitude in designing a Teacher Resiliency Training Plan or Design.
Keyword: Resilience, Commitment, Teacher.

INTRODUCTION

Teaching is a job, one of which is demanding and involving an emotional aspect. Indonesia Law No. 14 2005 concerning teachers and lecturers, including as educators, face various difficulties and challenges that needs them to poses a high level of resilience. The teaching profession leads to many situations that could trigger up any psychological stress and conflict, in the same time the teachers are also expected to perform their duty in an effective way (Bayrak, et.al in Lacaba, et.al, 2020). It us found that studies relating to teacher resilience is increasing, this is due to the many changes in education policy, where teachers are at the forefront of implementing these changes. The role of teachers in the current education process is increasingly diverse and intensive, so that the workload of teachers increases that could affect to autonomy of teachers as individuals (Ball, 2003; Tolofari, 2005).

The research was conducted in Yogyakarta which is known as the city of students in Indonesia. In Yogyakarta, there are 42 high schools (11 public and 31 private). The difference between the public and private school is the ownership and the management system. For the public/state school, it is belonged to the government, meanwhile for the private one, they could be belonged by the private parties or the foundations. The differences between those

kinds of school are also occurred for the payment, facilities, curriculum, staffing system introduced.

The staffing system in public schools employee the ASN (State Civil Apparatus) employment status, PPPK teachers (Government employees with work agreements) and honorary teachers. Meanwhile, the Private schools employee the teachers with the private employee status. The payroll system in public schools is regulated directly by the government using applicable laws. Meanwhile, the private schools use a payroll system based on the contract agreement. From those different condition, this will produce the different performance of each school.

For the teaching perspective, the research has been conducted by Day, et al, (2011). They studied a link between resilience, commitment and work effectiveness of teachers. From their research, it was found that there is a dynamic conceptual picture of teacher resilience as was also studied by other researchers (Luthar and Brown, 2007; Fernanda, 2015). For this research, the preliminary study was done for SMA (High School) teachers in Yogyakarta City on May 10, 2022. In that time, the work of the teachers is compact in which the teacher has to teach, running administration and preparing the evaluation reports, etc. That school time is also adapting the teacher from previous method of teaching (online) due to the Covid-19 epidemic to the normal teaching (offline). By the current development, teachers are required to be skillful in utilizing information technology for the learning process. This technology handling is considerably challenging for teacher's job (Interviewee, 2022). That difficulties experienced by the teachers have an impact on the welfare or well-being of teachers.

The real problems experienced by the teacher are they have no enough time to complete the work also taking care their families. The teachers are also feeling left behind from their students, especially for the digital technology competencies, a moral burden when they are feeling unsuccessful to educate their students. For the class teaching method, some schools is still introducing the Blended Learning, to control the face-to-face meetings for epidemic reasons (Azis, 2019). Another phenomenon that may occur is the teacher's capacity in using the learning technology is still limited (Rojas, L. F, 2015). By considering those constraint and phenomenon the teachers should have high resilience to allow them able to manage their personal lives. Furthermore, there are some factors that influence resilience of someone such of individual, family, community or external factors, and risk factors (Everall, et al, 2006).

The growth and development that occurs in the field of science and technology will greatly affect the work of teachers. In fact, unexpected changes in conditions can change the entire system in education. To overcome that future condition, teachers must be equipped with resilience. As resilience defined the ability needed by humans to deal with shocking experiences (Armawi et al., 2021), this could be interpreted to adapt, survive under pressure, and be continuous (Reivich and Shatte (in Keye & Pidgeon, 2013) that could be used to solve the teacher's problem mentioned before. This ability acts on a continuum, because the individuals will continue to learn and adapt from the environment as a learning process. Individuals who can be resilient are seen as individuals who can compromise with existing pressures and are able to adapt to these pressures. The pressure can come from inside or outside the individual, as well. Thus, resilience is seen as a continuous stimulus-response

chain. Job demands can be a triggering factor for resilience, for example teaching demands for teachers during a pandemic. The teacher's ability to respond to a situation that makes him or her to stay in his profession is called teacher resilience (Rojas, L. F, 2015).

Yu and Zhang (2007) state three components of resilience, namely (1) persistence is the ability to control oneself in difficult situations; (2) strength refers to working hard to achieve a goal and become stronger; (3) Optimism is a positive attitude towards a problem that is being faced. These three components are important aspects in looking at resilience. Besides that, resilience is also formed from passion (Duckworth in Naidu, 2021) and the influence on affective commitment or professional commitment (Suryani, 2019).

Professional commitment is a characteristic that shapes individuals in making decisions to remain in the profession they have as well as considerations in the individual to remain in a profession owned by Meyer and Allen (in Umam, 2018). Each profession has differences in terms of commitment which is influenced by the workload experienced. Professional commitment has three aspects Meyer and Allen (in Umam, 2018) among others, namely (1) affective commitment is a commitment that is closely related to emotional relationships, identification, and member involvement in a profession; (2) sustainability commitment, is a commitment related to individual considerations to remain in a profession (3) normative commitment is a commitment that encourages individuals to have moral responsibility in their profession. Based on these three aspects of commitment, sustainability commitment has a relationship in helping resilience. Sustainability commitment will make individuals weigh the benefits and disadvantages when they leave or remain in their profession.

This means that this commitment is closely related to the investments that can bring benefits, such as salary increases or competency training programs. Aspects of teacher competency training in developing countries need improvement (Naidu, 2021). Commitment can be influenced by personal characteristics, personality in individuals identified as independence, self-esteem, and resilience (Aminikhah, Khaneghah, & Naghdian, 2016; Hadjam, 2003). Resiliency has an important effect on organizational commitment, resiliency provides attachment and commitment to each employee to their organization even in a harsh work environment.

The aim of this study is to see the relationship between resilience and professional commitment by comparing public and private high school's teachers throughout the city of Yogyakarta. This research has the theoretical benefit of contributing to the field of Educational Psychology related to teacher resilience and professional commitment. In addition, the practical benefit for teachers is to provide an overview of the importance of resilience to create an adaptive learning atmosphere.

METHOD

This study applied a quantitative approach to empirically test the relationship between teacher commitment (as the independent variable) and resilience (as the dependent variable). This is also to test the difference in resilience between public and private high school teachers in Yogyakarta. The subjects of this study were high school teachers, both male and female, with status as permanent teachers, civil servants (PNS), and honorary teachers with more than 2 years of service. There were two schools used as research samples with the consideration that they were willing to be research subjects and had the number of teachers

above 30 people (Roscoe in Sugiyono, 2019). Furthermore, the data obtained from State high school (SMAN) 5 was 25 subjects and SMA (private) Private high school Ibu Pawiyatan Tamansiswa was 18 subjects. Sampling used the Incidental Sampling Technique and the summated rating scale model.

This research began with the preparation of scales and the implementation of valid and reliable scale trials. The resilience scale from Yu and Zhang (2007) had 3 aspects; tenacity, strength, and optimism, 27 valid items with a reliability value of 0.929. For the professional commitment scale from Meyer & Allen (in Kaswan, 2017; Umam, 2018) was consisted of 3 aspects: affective commitment, continuance commitment, and normative commitment, 22 valid items and a reliability value of 0.873. There were two hypotheses in this study, first, tested the effect of professional commitment variables on resilience variables of public and private high school subjects. The second hypothesis tested the differences of resilience subjects between public and private high school teachers in Yogyakarta city. The analysis technique applied Pearson Correlation and the independent sample t-Test with SPSS version 22.

RESULT AND DISCUSSION

The data description showed from 43 subjects, 25 from public high schools and 18 from private high schools (Table 1). In detail there were 12 male subjects (28%), while 31 female subjects (72%). The working period of the subject is divided into five of them; 48% more than 15 years of service are the most, followed by 23% of 1-2 years of service, 14% of 2-5 years of service, with 11-15 years of service there are 11% of subjects. All subjects seen from their employment status, 44% are still contract employees, 40% are civil servants, and 16% are permanent employees.

Table 1. Resilience of descriptive data in terms of school types

	School Types	N	Mean	Std. Deviation
Resilience	State	25	85.32	8.123
	Private	18	81.50	6.195

Tabel 2: Resilience and Commitment Categorisation

Resilience	F	%	categorization	Commitment	F	%
X > 91,8	6	13,95	Very High	X > 74,8	9	20,9
75,6 < X ≤ 91,8	36	83,72	High	61,6 < X ≤ 74,8	34	79,06
59,4 < X ≤ 75,6	1	2,32	Medium	48,4 < X ≤ 61,6	0	0
43,2 ≤ X ≤ 59,4	0	0	Low	35,2 ≤ X ≤ 48,4	0	0
X < 43	0	0	Very Low	X < 35,2	0	0
	43	100			43	100

The categorization of subject resilience (Tabel 2) showed 13.95% very high, 83.72% high, and 2.32% medium. This means that the relatively high level of subject resilience shows the toughness of teachers in schools in educating students is very good. While the categorization of the subject's professional commitment is at a high level with 79.06%, the rest is at a very high level. This shows that the subject's professional commitment in teaching has high dedication and professionalism, both teaching in public and private high schools.

Tesults of the assumption test were carried out previously to be able to answer hypotheses I and II. Testing for normality using the Kolmogorov-Smirnov test by testing residual data from both variables used in the study. The result of Normality test shows KSZ value 0,205 > 0.05), so it can be decided that the data is normally distributed. There is no difference in data distribution empirically with the hypothetic. The linearity test of the two variables has a linear relationship (0.196 > 0.05).

Tabel 3. Measures of Association

Variable	N	Pearson Correlations		Sig(2-tailed)	
		Commitment	Resilience	Commitment	Resilience
Resilience	43	0,737	1	0,000	-
Commitment	43	1	0,737	-	0,000

So that hypothesis testing can be done, and shows that there is a significant positive relationship between professional commitment and teacher resilience. The Coeficient correlation value is 0.737 with sig.000. Hypothesis I is proven to mean that every increase, in the teacher commitment variable will be followed by an increase in the resilience variable. The effective contribution of the teacher commitment variable to the resilience variable is (R2 value) 54.3%.

Before testing the difference in resilience between public and private schools and answering hypothesis II, it is necessary to test for normality. This can be seen in Table.3

Normality test showed that both groups of public schools and private schools did not have a normal distribution p< 0.05. In parametric statistics, normality and homogeneity tests must be met, before testing the comparative hypothesis. (Normality test not met). Thus, the test is continued with non-parametric statistics to test the hypothesis. The results of the Mann Withney U hypothesis test can be seen in Table 4.

Tabel 4. Test Statistics[a]

	Resilience
Mann-Whitney U	69.500
Wilcoxon W	240.500
Z	-3.838
Asymp. Sig. (2-tailed)	**.000**

a. Grouping Variable: School Types

The significance (2-tailed) is 0.000 (p<.05), indicating that there is a difference in the resilience of teachers in public schools and private schools. In conclusion, hypothesis II can be accepted.

While it was followed by a comparison between the resilience of Public School Teachers and Private Schools in terms of gender. Significance (2-tailed) was .340 (p>.05), indicating there was no difference in resilience between teachers working in public schools and private schools in terms of gender. It was also done to compare the resilience of Public School Teachers with Private Schools in terms of employment status (Permanent Employees: Contract Employees). Significance (2-tailed) was .645 (p>.05), indicating there was no difference in resilience between teachers working in public schools and private schools in terms of employment status.

Based on the results of the Pearson correlation analysis tested the research hypothesis, it showed that the research hypothesis could be accepted. The hypothesis proposed in this research showed that there was a significant relationship between teacher commitment and the resilience of high school teachers (public and private) in the city of Yogyakarta. The value of the correlation coefficient (r) was 0.737 with a significance level (p) of 0.000 on the assumption that the hypothesis was accepted with a p value of <0.05. Based on the results of the independent sample t-Test analysis, it was shown that the second hypothesis proved that there was a difference between public high school teachers and private high school teachers. This difference can be influenced by the favorite or not of the two schools, the gender of the teacher who is 72% female, the length of work over 11 years, the employment status of 56% permanent / ASN and other factors that are not discussed in this study.

High resilience was influenced by high teacher commitment. There were two views of commitment based on its object, namely professional commitment and organizational commitment. However, in practice the two complement each other. The relationship between resilience and teacher commitment found in this study was in line with the findings of the study (Di et al., 2017) with the research title Resilience and Organizational Commitment at PT.X Supervisors in Central Kalimantan. The study found that resilience can positively affect organizational commitment. That was, if the value of resilience increases, the value of professional commitment will increase. Conversely, if the value of resilience is guided, the value of professional commitment will decrease.

The development of IT encourages teachers to become a supporting factor for the high resilience of teachers during the pandemic learning period. Grotberg (2003) said that the forming factors of resilience can be sourced from an individual's understanding of himself (I Am), abilities that can be cultivated (I Have), and abilities related to the mastery of certain skills (I Can). IT competence is an aspect of I Can. The finding of the relationship between competence and resilience is in line with research (Wahdi, 2021) on the Effect of Digital Innovation and Entrepreneurial Competence on Competitive Advantage and Its Impact on Business Resilience. The study found that good entrepreneurial competence will increase business resilience. One of the interviewees (Naidu, 2021), said that teaching activities are stimulating and useful activities, because they are related to helping students learn. In addition, this encouragement gives the spirit to provide the best learning for the students.

CONCLUSION

The purpose of this study was to determine the relationship between teacher commitment and the resilience of public and private high school teachers. This quantitative research was done with 43 research subjects (25 public high school teachers and 18 private high school teachers) in Yogyakarta city. The effective contribution of commitment to resilience in this study was 54% assuming that 46% of the other contributions are influenced by variables other variables used in the study. High school teacher resilience is positively related to commitment, job satisfaction, well-being, learning quality, job enjoyment, motivation, professional identity, retention, agency, and self-efficacy. This study also shows that there are differences in resilience between public and private high school teachers in Yogyakarta city (the students city).

The researcher recommends applying the knowledge, skills and attitudes of teachers to resilience in designing a Teacher Resilience Training Plan or Design. Teacher resilience can be a basic training material when teachers will start working and support the competencies needed in the implementation of learning activities. In addition, this training is useful for preparing teachers to face the challenges of an unpredictable future. Government support is needed to continuously improve the welfare of private teachers and pay attention to equal rights between public and private teachers.

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