



The Effects of Adversity Quotient And Spiritual Quotient on Teacher Performance

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ABSTRACT

This study aims to examine and find out empirical data about the effect of adversity quotient and spiritual quotient on the performance of Al-Azhar Elementary School teachers, Depok City separately or simultaneously. In this study, the authors used a survey method with a correlational approach to quantitative data obtained from the research object. The type of analysis used is correlation and regression analysis which is described descriptively. The results of this study are: First, there is a positive and significant influence between adversity quotient and spiritual quotient of teachers in SD Al-Azhar 46 Depok City. Secondly, there is a positive and significant influence between spiritual quotient and teacher performance of Sd Al-Azhar 46 Depok City. There is a significant positive between Adversity Quotient and Spiritual Quotient. Fourth, there is a positive and significant influence between adversity quotient and spiritual quotient together (simultaneously) with the performance of teachers at SD Al-Azhar 46 Depok City.

Keywords: Adversity quotient, spiritual quotient, teacher performance

INTRODUCTION

Teachers who have good personalities become role models for their students as the Javanese proverb states that the teacher is imitated so the teacher is required to position himself in order to set a good example for students, where good teachers are able to create a pleasant learning atmosphere so that students feel comfortable studying with him. Teachers with high Spiritual Quotient (SQ) will usually experience recovery faster from an illness, both physically and mentally. He is easier to rise from a fall or suffering, more resistant to stress, easier to see opportunities because he has a positive mental attitude and is more cheerful, happy and satisfied in living life. In contrast to teachers who have a low Spiritual Quotient (SQ). In people with low Spiritual Quotient (SQ), success in terms of career, work, income, status and many more things that are material are apparently not always able to make him happy. Competition and differences in interests that take place so tight often makes people lose direction and identity.

Adversity quotient is a form of intelligence that is the background of one's success in facing a challenge when difficulties or failures occur. The term Adversity Quotient was popularized by Paul Stoltz in his book titled *Adversity Quotient Turning Barriers into Opportunities*, the book was compiled based on his experience of working in the world and being a consultant in the world of Education for several years. By utilizing three branches of Cognitive Psychology, Psychoneuroimmunology, and Neurophysiology. Which is a theoretical building block of Adversity Quotient, which is a building theory in future intelligence. The sciences above provide a large contribution that can provide an understanding, a measure that can increase human effectiveness, especially in the face of a difficulty or failure. Then making the difficulties and failures into an opportunity to continue to achieve challenges and success.

Adversity quotient as part of the attitude that is expected to form a strong foundation of character, is needed by individuals in meeting the needs of life of educational institutions today, starting from elementary school level up to college starting to aggressively teach about: honesty, commitment, creativity, wisdom, justice, the principle of trust, self-mastery or synergy. Because these values are very important in shaping the character of students, because if students have a high level of spiritual intelligence they will have the ability to overcome all problems in life, especially in preparing students to have a tough mentality in going through life. And those values are also the basis in bringing about the formation of emotional and spiritual intelligence.

Based on these thoughts, researchers are interested in knowing the impact and the relationship of Adversity Quotient and Spiritual Quotient on Teacher Performance so that in this study the researcher took the title "Relationship of Adversity Quotient and Spiritual Quotient on Teacher Performance on SD Al-Azhar 46 GDC, Depok City".

Problem of Research

Based on the background of the problem, problem identification, and problem limitation, the author can formulate the problem as follows:

1. Is there a positive and significant effect between Adversity Quotient and Teacher Performance?
2. Is there a positive and significant effect between Spiritual Quotient and Teacher Performance?
3. Is there a positive and significant relationship between Adversity Quotient and Spiritual Quotient together with Teacher Performance?

Research Focus

Given the many problems, this study is limited:

1. Relationship between Adversity Quotient and teacher performance.
2. Relationship between Spiritual Quotient and teacher performance.
3. Adversity Quotient and Spiritual Quotient must be owned by a teacher

METHODOLOGY OF RESEARCH

General Background of Research

This research used a survey methodology by doing some correlational analysis. This methodology used to determine some consideration that this research has been done to get some data from the chosen research places naturally.

Sample of Research

Teachers of SD Al-Azhar 46 Depok is the population with 96 people. We have chosen 76 teachers as the sample selected randomly.

Instrument and Procedures

Survey and Questionnaire. The questionnaire was given to the teachers and they filled it as instructed.

Data Analysis

First we done some Validity Test followed by some Reliability Test. After we finished reliability test we also done some normality test followed by some linear regression test to determine the relationship between Adversity Quotient and Spiritual Quotient related to teacher's performance in the classroom.

RESULTS AND DISCUSSION

1. Effect of Adversity quotient (X1) on Teacher Performance (Y) in SD AL AZHAR 46 GDC

The results of the analysis of the relationship / correlation to the data of the two variables produce a product-moment r correlation coefficient of 0.663. Based on the data obtained it is known that $r_{X1Y} > r_{table} = 0.663 > 0.227$, then H_0 is rejected and H_a is accepted. Then it can be concluded that there is a positive relationship between Adversity Quotient and Teacher Performance. this shows that the correlation coefficient between adversity quotient (X1) and teacher performance (Y) is significant. This means that there is a positive and significant influence of adversity quotient on student teacher performance.

As for the regression analysis model that shows how good the regression model formed by the interaction of the two variables is obtained coefficient of determination (KD) = $R^2 \times 100\% = 0.439 \times 100\% = 43.9\%$ which can be interpreted that the adversity quotient has a considerable influence because the contribution value of 43.9% on teacher performance while the other 56.1% is influenced by other factors outside of adversity quotient. From the coefficients table the regression equation model is obtained: $\hat{Y} = 10.03 + 0.73X_1$. From this equation it can be read that each increase of 1 point adversity quotient (X1) will be followed by an increase in teacher performance (Y) of 0.73 points.

The final conclusion that can be drawn based on the results of data processing and various findings in the field shows that adversity quotient has a positive and significant effect on teacher performance, but the level of determination is quite good at around 43.9%. Thus the better the adversity quotient, the level of teacher performance at the school will be quite good too.

The results of this study are in line with the theory of Adversity Quotient (AQ), which is as a person's ability to observe difficulties and process these difficulties with intelligence so that it becomes a challenge to solve them. Especially in the attainment of a goal, ideals, hopes and most importantly is personal satisfaction from the work / activity itself.

2. Effect of Spiritual Quotient (X2) on Teacher Performance (Y) at SD Al Azhar 46 GDC

The product-moment correlation coefficient between the two variables is 0.766. Based on the data obtained it is known that $r_{X_2Y} > r_{table} = 0.766 > 0.227$, then H_0 is rejected and H_a is accepted, so it can be concluded that there is a positive relationship between Spiritual Quotient and Teacher Performance.

In the regression analysis model obtained R Square value or coefficient of determination (KD) = 58.6% which can be interpreted that the spiritual quotient has an influence on a fairly high level because the contribution value of 58.6% on teacher performance. The other 41.4% is influenced by other factors outside the spiritual quotient. Furthermore, from the coefficients table the regression equation model is obtained: $\hat{Y} = 39.67 + 0.68X_2$. From this equation it can be read that each increase of 1 spiritual quotient point (X_2) will be followed by an increase in teacher performance (Y) of 0.68 points.

The conclusion can be drawn that there is a positive and significant spiritual quotient influence on teacher performance with a fairly high level of contribution. The better the spiritual quotient the teacher has, the better the teacher's performance level.

3. Relationship between Adversity Quotient and Spiritual Quotient

The product-moment correlation coefficient between the two variables is 0.803. Based on the data obtained it is known that $r_{table} = 0.803 > 0.227$, then H_0 is rejected and H_a is accepted. Then it can be concluded that there is a positive relationship between Adversity Quotient and Spiritual Quotient.

In the regression analysis model, it is obtained the value of R Square or coefficient of determination (KD) = 64.5% which can be interpreted that adversity quotient has an influence on a fairly high level because the contribution value of 64.5% on the spiritual quotient. The other 35.5% is influenced by other factors beyond adversity quotient. Furthermore, from the coefficients table the regression equation model is obtained: $\hat{Y} = 79.71 + 1.00X$. From this equation it can be read that every 1 point increase in adversity quotient will be followed by an increase in spiritual quotient of 1.00 points.

The conclusion can be drawn that there is a positive and significant relationship between adversity quotient and spiritual quotient.

4. The effect of simultaneous adversity quotient (X1) and spiritual quotient (X2) on teacher performance (Y) at SD Al Azhar 46 GDC

To measure the correlation coefficient between adversity quotient (X1) and spiritual quotient (X2) simultaneously on teacher performance (Y) at SD Al-Azhar 46 GDC Depok used a different method from before. The method used is the regression menu in the SPSS program to find out the R value. The multiple correlation coefficient of educational background and spiritual quotient simultaneously on teacher performance based on the R value is 0.770. Based on the data obtained it is known that $r_{X1X2Y} > r_{table} = 0.770 > 0.227$, then H_0 is rejected and H_a is accepted. Then it can be concluded that there is a positive relationship between Adversity Quotient and Spiritual Quotient on Teacher Performance.

Furthermore, to see the level of contribution, an R Square value or coefficient of determination (KD) = 59.3% can be interpreted that adversity quotient and spiritual quotients simultaneously have an influence at low levels because the contribution value of 59.3% on teacher performance. The other 40.7% is influenced by other factors beyond adversity quotient and spiritual quotient. Furthermore, from the coefficients table the regression equation model is obtained $\hat{Y} = 36.606 + 0.15X_1 + 0.585X_2$. From this equation it can be read that each increase of 1 point Adversity quotient (X1) and spiritual quotient (X2) together will be followed by an increase in teacher performance (Y) by 0.153 points.

CONCLUSIONS

Based on the results of the discussion in the previous chapters, the writer will try to conclude and give suggestions which would be useful for the school, especially in an effort to improve teacher performance in Al-Azhar 46 Elementary School, Grand Depok City, Depok City. After the discussion of the results of the research was held, the authors draw the following conclusions: there is a positive and significant influence between the adversity quotient with the spiritual quotient of teachers in SD Al-Azhar 46 Depok City. There is also a positive and significant influence between the spiritual quotient and the teacher performance of Sd Al-Azhar 46 Depok City. There is a positive and significant influence between adversity quotient and spiritual quotient. There is a positive and significant influence between adversity quotient and spiritual quotient together (simultaneously) with the performance of teachers in Al-Azhar 46 Elementary School, Depok City.

Based on the description and opinions above, it can be seen that the tasks and responsibilities of teachers are very easy and it can be seen that teachers have very large and heavy tasks and responsibilities, as well as a very significant role for the success of learning in school. From the results of this study, hopefully it can be one of the references and basis

for teachers, that adversity quotient and spiritual quotient have a very big effect on performance.

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