

The Influence of Motivation, Discipline, Adversity Quotient and Integrity Toward Teachers' Competency Test of Physical Education and Sports Teachers

Sarmidi¹, Suratno², Riyadi³

^{1,2}Universitas Lambung Mangkurat, Universitas Negeri Jakarta³

ARTICLE INFO

Article History:

Received: 21-01-2020

Approved: 20-05-2020

Key Words:

*motivation;
discipline;
adversity quotient;
integrity and teachers'
competency test*

Correspondence:

Sarmidi
Universitas Lambung Mangkurat
Jl. Brigjen H. Hasan Basri, Pangeran, Kec. Banjarmasin Utara, Kota Banjarmasin, Kalimantan Selatan 70123
E-mail: sarmidi_midi@yahoo.com

ABSTRACT

Abstract: The purpose of this study is to determine the influence of motivation, discipline, adversity quotient and integrity toward teachers' competency test (UKG) of physical education and sports teachers in Banjarmasin and Banjarbaru. The method used in this study was a comparative causal method. Data analysis was used to determine the effect of exogenous variables with endogenous variables and between variables using Path Analysis with statistical calculations using Lisrel 8.80. Research data were collected using a research instrument in the form of a questionnaire from four existing exogenous variables, namely motivation (X1), discipline (X2), adversity quotient (X3), integrity (X4), and documentary analysis for endogenous variables resulting from teachers' competency test (UKG) of physical education and sports teachers (Y). The result of this study is motivation, discipline, adversity quotient and integrity have a positive direct effect on teachers' competency test (UKG) of physical education and sports teachers in Banjarmasin and Banjarbaru.

The development of science these days is very rapid. This requires us to be able to adapt well thus we will not miss any advancement of science that can make changes to the development in all aspects of life. These changes can occur in different sectors of life including economic, political, social and educational fields. The alteration in education should be followed by an increase in every element of education. In fact, teachers' quality and education quality in Indonesia are below average. In terms of the quality of education, Indonesia has a low rank. Research conducted by the Organization for Economic Co-Operation and Development (OECD) revealed that the quality of market-based Indonesian education is ranked 69 out of 76 countries that has been studied (Asikbelajar.com, 2015). UNESCO reported that students' achievement ranks 10 out of 14 developing countries (Harahap, 2016; Yunus, 2018). In mathematics competition between students, as reported by Trends in Mathematics and Science Study (TIMSS), the result is that Indonesia is ranked 37 out of 44 developing countries (Sahin, 2015). The United Nations for Development Program (UNDP) also mentioned that the quality of education in Indonesia is ranked 113 out of 188 countries in the world (Fauzi, 2017). Another problem is the quality of teachers which is ranked 14 out of 14 developing countries. From these data, it can be seen that both students' achievement and teachers' quality in International level are still classified as low quality (Yunus, 2019). Several issues become the obstacles to the development of the quality of education in Indonesia. Those constraints include the management of the learning process and the system of education providers. The management of teaching does not have significant innovation following the trend of advancement in education in developed countries.

Teaching patterns and approaches remain conventional, especially for areas outside the capital city. The national education system is always looking for patterns / forms and curriculum which are appropriate with empirical facts in the field (Munirah, 2015). An ever-changing educational and teaching curriculum in a short period of time causes confusion for teachers as well as education implementers. Teacher professionalism is a necessity, so it needs to be improved. One of the efforts made by the government to improve teachers' professionalism is by teacher certification. Teacher certification is a scientific process that requires moral and academic responsibility.

Teachers have a strategic role in improving the quality of education. Therefore, there is demand for teachers to possess high ability and competence in carrying out their duties. Competency tests are conducted regularly with the aim of mapping the ability of teachers to carry out their duties. Through the Teachers' Competency Test (*UKG*) program, there will be a picture of a teacher's professional level that is obtained by carrying out the tasks. There are 4 basic competencies that must be possessed by teachers as the criteria to be a professional teacher, such as having pedagogical competence, personality competence, social competence, and professional competence (Alamsyah, 2016; Hermadi, 2016).

The first competency is pedagogical competence. In this competency, teachers are required to have the ability to manage students. For instance, management in recognizing the characteristics and behavior of students. If the nature of the students is being recognized, the teacher will assist them easily in the form of teaching, educating, developing potential, knowing improper behavior and weaknesses of students. Through accurate identification, it can facilitate the teacher in providing guidance during the learning process. This pedagogic competence also requires teachers to have knowledge of learning and teaching theories by mastering the implementations, methods, strategies, technology, design and learning model approaches. Therefore, the goal of improving the quality of learning that leads to the advancement of the quality of education can be achieved.

In addition, in mastering this pedagogical competence, teachers are required to develop curriculum. Starting from the preparation of the syllabus in accordance with the objectives of the applicable curriculum and the ability to create appropriate Lesson Plans (RPP) for the developed materials. Through the lesson plan, the teacher prepares materials that are relevant with the learning objectives. There are several things that need to be considered in the selection of learning materials. According to Sapetra (2017), teachers must choose the learning materials which are suitable with the learning objectives, appropriate and up to date, based on the age and level of students' learning ability, can be implemented in class and in accordance with the context of daily life of the students.

Another element in pedagogical competence is teacher carrying out the teaching leads to the element of educating. Some issues related to the direction of teaching to educate are that teacher must understand and be able to compile a comprehensive learning formula towards the nuances of education. Prioritizing toward teaching based on characteristics, level of maturity according to the development of the age of students, the proper time for harmony and competition. Teachers also have to follow and use infrastructures such as utilizing technology in the field of computer science.

In the pedagogical realm, teachers must be able to develop the potential that exists in the students. Teachers can formulate learning that can develop the students' potential. In addition, teachers are able to arrange learning goals according to the level of the student, the environment and the attitude of the students, the condition of the schools' environment and how heavy the burden of the teaching assignments that must be understood and done by the students. By this element, teachers will be able to ensure that the students are able to develop their potential.

An equally important element that must be possessed by teachers in this pedagogical competence, namely verbal and non-verbal communication skills. Teacher is able to explain, model both written and practical communication skills. Be friendly, polite, and sympathetic, do not suppress and respect every incident. Quick respond to every question asked by the students and provide feedback immediately. Teachers act disciplined, motivated, objective, honest and fair. Like giving opportunities, rights, responsibilities, and the same treatment for all students in accordance with their abilities. While associating with a teacher's task in learning, the teacher is dealing with a number of students with a variety of backgrounds, attitudes, and potentials. This can affect their habits in the learning process. The influence of teachers on students will be more meaningful if the teacher teaches and educates them through words (verbal) and other approaches in the form of exemplary actions that prioritize a high level of discipline. This is in accordance with Hermawansyah (2019) who states that teachers are role models who will always be imitated by their students, thus the good and bad behavior and ethics of the teachers is very influential for the students' behavior. However, the ethics of the teacher is the most important lesson or education especially for students in school, their surroundings or in large community.

Another aspect of pedagogical competence is the ability to provide feedback or evaluation. In learning and teaching, constellations will occur, for example: information, transformation and evaluation. In carrying out the evaluation, the teacher must have the ability to arrange assessment instruments and implementation, both theory and practical assessment. Evaluation of learning must be in accordance with its objectives. Not only to assess the process, but also to assess the students' mastery of the material and the results of the implementation of learning. The results of the evaluation will be used to determine the next step, such as the implementation of reflection and remedial which can be used as a formula for determining future learning goals.

The second competency in teacher professionalism is personality competence. This competence is about the teacher's personality or characters. Mental attitudes in personality and behavior of teachers when carrying out tasks and in everyday life. The performance of teachers who have strong personalities includes: self-confidence, authoritative, wise, virtuous, honest, objective, disciplined, highly motivated, responsible, having integrity, being an example, guiding, having commitment, and being consistent in carrying out their duties as a teacher and has adversity quotient. In adversity quotient, the teacher can encounter an unpleasant situation and be able to deal with it and solve all problems.

In the case of task implementation, the teacher is required to be disciplined. It is due to the high and low quality of education that can be characterized by the level of discipline of the teacher. According to the results of a study, Rasam (2014) states that there is a significant influence of teacher's discipline, achievement and motivation simultaneously on the ability to develop learning outcomes evaluation tools. Discipline is very important for teachers in carrying out their duties as a teacher and educator. Discipline is closely related to one's attitude and behavior. High and low discipline can also be resulted from many activities outside the scope of formal works and lack of professional attitude.

High motivation, discipline and adversity quotient will strengthen the mind for having high integrity for the physical education and sports teachers. Self-integrity will help teachers to carry out their duties firmly, responsibly, consistently and competently. A teacher with high integrity is the one who is not easily influenced by unfavorable situations, maybe even threatening his or her existence. The description shows that the teacher will be able to carry out the task well if it is supported by academic and psychomotor abilities and have a outstanding attitude with high integrity. Based on the result of research analysis by Suastiti, I. G. A. T. Yudana & Dantes (2013), it can be seen that at the same time there is a contribution between achievement, motivation, discipline of work and adversity quotient (Motivation Quotient) on a teacher's professional performance. These three variables contributed 67.55% to the teacher's professional performance. This proves that achievement, motivation, working discipline and adversity quotient contribute positively to the performance of teacher's professionalism in Karangasem sub-district and Karangasem district.

The third competency as a professional teacher is social competence. Teachers as human beings or related to each other are required to be able to socialize or interact with the environment, such as with students, fellow teachers, school leaders and organizers, parents of students, and the general public. This competency can be used as a benchmark for teachers in society, working together by prioritizing consultation and togetherness. According to Sulfemi (2019) teachers have many tasks, both signed officially by department and outside the department in the form of social volunteering. There are three groups of teacher's assignments: assignments in professional fields, humanitarian assignments and teacher's assignments in social fields. The task of the teacher in professional fields such as: educating, teaching and training (Hasanah, 2012). In the humanitarian field, a teacher acts as a companion for students in all activities thus he or she seems to be the second parent in the school for the students. While the tasks of the social field of teachers are very broad because it is not only conducted socially, cheaply, in guidance, but also further than that, teachers participate in all social activities in the development and reflection of life. With the demands of such duties, they are highly demanded to be professional in their fields. Professional means they must possess knowledge, master skills and be able to use technology.

The fourth competency is professional competence. To become a professional teacher, teachers must have these aspects: academic qualifications, competencies, certification of educators, physical health and the ability to achieve national educational goals (Law of the Republic of Indonesia Number 14 of 2005 About Teachers and Lecturers, 2005). Teacher who is considered a professional teacher is a certified teacher. The government appreciates them by providing additional income as an award in the form of salary allowances through teacher certification allowances. According to Koswara & Rasto (2016), the competency and performance of teachers who have taken professional certification is better than teachers who have not taken professional certification. Thus, teacher certification has a positive impact on improving teachers' competence and performance.

In carrying out their duties, teachers are required to be able to prepare the whole teaching administration, staff administration, scientific demands and skills in managing their teaching as well as the demands of life and responsibility as social beings. Curriculum changes that occur regularly also lead to higher work demands on a teacher. A changing assessment and learning system is also a problem that increases the complexity of the workload for a teacher. Teachers are required to be able to accept and implement and also to adapt to any policies and changes that occurred. The facts happened in the field show that the demands to be able to work better every day can also cause pressure for teachers, thus they probably experience stress and mental depression / burnout (Rahman, 2007).

School as a place for teachers to teach is a mandatory infrastructure. As a place for the implementation of teaching and learning processes at the elementary school level, junior high school and senior high school. School is a room and learning media area consisting of classrooms, fields, micro teaching rooms, laboratory room, guidance and counseling room, library room, School Health Unit (UKS) and other study rooms. Arrangement must be made in such a way thus the implementation of services and management of teaching and education can be carried out. The atmosphere of the areas and fields or venues for learning physical education, sports and health need to be managed well thus the learning atmosphere becomes comfortable, safe, beautiful and enjoyable.

The availability of learning areas as well as the equipment used are very important to support the teaching and learning process. Professional teachers have basic competency criteria that can use learning tools effectively and if possible can use modern technology. The use of learning tools with modern technology is still lacking. Many teachers are not capable of using computers with a variety of applications. Physical education and sports teachers are also not able to use modern learning tools, both in Physical Education laboratory equipment and practical learning tools with modern teaching technology. Not all schools have learning tools with modern technology. Another obstacle especially for physical education and sports learning is the lack of availability of learning tools in some schools, both in quantity and quality. This is very inconvenient for teachers to carry out their duties.

Elementary School and Junior High School are incorporated in the level of basic education, which becomes the basis for high school level. Senior High School is the basis for higher education. The dynamic of these two levels is the basis for students to face their maturity. Both are the basis for further education. Students must be prepared well thus they are more ready to access the world of education at a higher level, such as university education and working life. Through high quality education, students will be a high quality graduate. Therefore, the supporting aspect that needs to be prepared is the quality of the teacher.

South Kalimantan is one of the provinces that strives to improve the quality of national education. The current quality of education still needs improvement in all supporting aspects. One of them is a teacher who carries out teaching and education. It can be seen from the results of 2015 national level of Teacher's Competency Test (*UKG*), South Kalimantan is ranked 10th with an average score of 53.15. The average national *UKG* 2015 rankings for the top 10 (scores in tens) are: Yogyakarta 62.58, Central Java 59.10, DKI 58.44, East Java 56.73, Bali 56.13, West Java 55.06, Bangka Belitung 55.13, Riau 54.72, South Kalimantan 53.15 and West Sumatra 54.68 (Maulipaksi, 2016).

The average score of Teacher's Competency Test (*UKG*) results in South Kalimantan in 2015 was 53.15. This score includes the acquisition of *UKG* scores for physical education, sports and health teachers at all levels of educational institutions. The acquisition value is still below the national target of 55.0 (Wurinda, 2015). This is the background of this research. Researchers want to find out why the Teacher's Competency Test (*UKG*) score is still below the national target. Though it is known that Teacher's Competency Test (*UKG*) is a reflection of competence, professionalism and teacher quality, which in the future will be used as a basis for education mapping.

The basic competencies of the Teacher's Competency Test (*UKG*) are pedagogical competence, professionalism, personality competence and social competence. Researchers assume that success in achieving Teacher's Competency Test (*UKG*) results is influenced by personality, intelligence abilities and skills possessed by physical education and sport teachers. Thus, in the future, the Teacher's Competency Test (*UKG*) value of South Kalimantan Province can reach a national target. In fact, better understanding of personality elements in improving Teacher's Competency Test (*UKG*) outcomes enhances the quality of physical education and sports teachers. These elements are about motivation, discipline, adversity quotient and individual self-integrity. As an object of research to prove in this research is teachers of physical education, sports and health in Banjarmasin and Banjarbaru City.

The city was chosen because Banjarmasin and Banjarbaru City are barometer cities in South Kalimantan. In these two cities, physical education, sports and health teachers already have a background in physical and sports education. Regarding the education background, the educational qualifications are sufficient to support the achievement of the quality of teachers and education, especially the quality of physical education, sports and health. In addition, many of the physical education and sport teachers have received professional allowances, called teacher certification allowances. The allowance is proof that they are considered competent and professional teachers.

The issue is spreading in the community that professionalism, especially as seen from the Teacher's Competency Test (*UKG*) score, is still relatively low. So, it needs to be improved, considering the target achievement of Teacher's Competency Test (*UKG*) score starting in 2019 must reach 80.00 points (Datadapodik, 2016). That issue is the background of the researchers to explore further about what happened with physical education, sports and health teachers around Banjarmasin and Banjarbaru City which are the the barometers of education in South Kalimantan.

Banjarmasin is the center of the capital city in South Kalimantan and is the largest city compared to other city regency in South Kalimantan and also Kalimantan Island. The city is one of the big cities in Indonesia with the most populous population in Kalimantan and the most populous outside Java. Sourced from the data (Kemendikbud, 2020b), there are many school institutions in Banjarmasin which are spread in 5 districts namely South Banjarmasin, East Banjarmasin, West Banjarmasin, North Banjarmasin and Central Banjarmasin. The number of public and private elementary schools is 319, junior high school is 99 and senior high school is 62 that makes a total of 480. With such a large number of schools, of course there are also quite a lot of physical education and sport teachers. Thus, it is plausible to conduct research on the topic of Teacher's Competency Test (*UKG*) of physical education and sport teachers.

The second object of this research is physical education and sport teachers in Banjarbaru City. Banjarbaru, since August 18, 2011, was made as Central Government of South Kalimantan Province at the same time with the movement of the Office of South Kalimantan Governor from Banjarmasin to Banjarbaru. Banjarbaru which is the center of government, of course, all aspects of life there become one of the barometer cities of the development area in South Kalimantan, including in education. Data from Kemendikbud (2020a) shows that schools in Banjarbaru are divided into 5 sub districts, namely Banjarbaru Selatan District, Banjarbaru Utara District, Cempaka District, Landasan Ulin District and Liang Anggang District. The number of elementary schools is 95, junior high school is 37 and high school is 38, thus the total is 170. Similar to Banjarmasin with a large number of schools, the number of physical education and sport teachers is also quite large. Therefore, it is very possible that this place will be the object of research to be carried out by the researchers on the topic of Teacher's Competency Test (*UKG*) of physical education and sport teachers.

Looking at the large number of schools and the number of teachers, Banjarmasin and Banjarbaru also experienced several obstacles in the development of education. The number of teachers in certain fields of study is still experiencing a shortage. Explanation from the Secretary of Banjarmasin Education Office is that this area still lacks 1500 Teachers (Edinayanti, 2019). Whereas, in Banjarbaru, almost all levels of education experienced a shortage of dozens of teachers such as general education teachers, physical education and sport teachers, classroom teachers, inclusive teachers and local content / regional subjects teachers (Kalsel, 2015). A few teachers will impact the abundance of teacher's assignments, specifically for physical education and sport lessons. In addition to the lack of teachers, it is also constrained by the number of schools / fields used for sports practice, lack of physical education equipment and media in both quantity and quality in various schools.

Career coaching, knowledge enhancement, insight and strengthening of abilities / skills as well as increasing teacher's competency in carrying out tasks in the form of training, seminars, workshops, Forum Group Discussions and so on are still not equally received / participated by teachers. Thus, the acceleration of the improvement of a teacher's professional competence is still slow. There are still quite a lot of uncertified teachers in these two cities. There are still quite a lot of teachers who have diplomas / qualifications below the level of S1 Physical Education and sport. From the basic information on the field, through this research, it will be discovered what aspects that need to be improved to develop education, especially increasing the value of Teachers' Competency Test (*UKG*), improving the quality of teachers and the quality of education in Banjarmasin and Banjarbaru City. The title of the research is: the influence of motivation, discipline, adversity quotient and integrity toward Teachers' Competency Test (*UKG*) of physical education and sports teachers in Banjarmasin and Banjarbaru, South Kalimantan Province. The expectation of the results of this study is to be able to help the government, school institutions and educational institutions to map the ability of teachers. At the level of professional teachers with high competence, they are able to carry out the task of improving the quality of teachers and the quality of education both in the regional and national levels.

METHOD

The method used in this study was a comparative causal method. Data analysis was used to determine the effect of exogenous variables with endogenous variables and between variables using Path Analysis with statistical calculations using Lisrel 8.80. Research data were collected using a research instrument in the form of a questionnaire from four existing exogenous variables, namely motivation (X1), discipline (X2), adversity quotient (X3), integrity (X4), and documentary analysis for endogenous variables resulting from Teacher's Competency Test (*UKG*) physical education and sport teachers (Y). All instruments used in this study were standardized.

The target population of this research was all public and private physical education teachers in elementary school / junior high school/senior high school equivalent for all Banjarmasin and Banjarbaru City by 562 people, while the reachable population is 233 people from physical education and sport teachers who already have Teacher's Competency Test (*UKG*) score in 2015, 2016 and 2017.

The sampling technique of this study used proportional random sampling. According to Sevilla et. al., 1960 (Putra, 2012) suggested the Slovin formula as one of the methods that can be used to determine the number of research samples. This sampling is based on the proportion of each subpopulation randomly. It is expected that this sampling will provide a basis for generalizing the entire population.

Therefore, the study sample became 233 of Physical Education and sport teachers. Samples were taken using proportional random sampling technique. Sampling in this way requires sampling from each subpopulation carried out by calculating the size of the subpopulation. Sampling with proportional random sampling will provide a basis for generalization that can be more accountable. In this study, the population was all physical education, sports, and health teachers who already have Teacher's Competency Test (*UKG*) score both for those who are civil servants and those who are non-civil servant teachers around Banjarmasin and Banjarbaru City, thus the population was considered to be homogeneous.

RESULTS AND DISCUSSION

Data description of each variable including the average score, median, mode, standard deviation, variance, and data distribution in the frequency and histogram distribution table. The analysis results for each study variable are presented as follows.

Motivation (X1)

Variable data of motivation was obtained based on the results of filling out the motivation questionnaire consisting of 42 statements by 233 teachers as respondents with a range of theoretical scores between 42 and 210. Based on descriptive data analysis results, it was obtained a minimum score of 121, a maximum score of 209, a range of scores 88 (empirical score), an average score of 176,408, median 176, mode 166, standard deviation 16,796, and variance 282.105.

Discipline (X2)

Variable data of discipline was obtained based on the results of filling out the discipline questionnaire consisting of 55 statements by 233 teachers as respondents with a theoretical range of 55 to 275. Based on descriptive data analysis results, it was obtained a minimum score of 137, a maximum score of 270, a range of scores 133 (empirical score), average score 219,249, median 225, mode 222, standard deviation 30,191, and variance 911,489.

Adversity Quotient (X3)

Variable data of adversity quotient was obtained based on the results of filling out the questionnaire consisting of 55 statements by 233 teachers as respondents with a range of theoretical scores between 55 and 275. Based on descriptive data analysis results, it was obtained a minimum score of 143, a maximum score of 268, a range of scores of 125 (empirical score), an average score of 209,348, median 214, mode 216, standard deviation 28,615, and variance 818,814.

Integrity (X4)

Variable data of integrity was obtained based on the results of filling the integrity questionnaire consisting of 47 statements by 233 teachers as respondents with a theoretical range of scores from 47 to 235. Based on the results of descriptive data analysis, it was obtained a minimum score of 121, maximum score of 220, range of scores 99 (empirical score), an average score of 182,223, median 182, mode 178, standard deviation 20,619, and variance 425,174.

Teacher's Competency Test (Y)

Teacher's Competency Test (*UKG*) variable data was secondary data obtained through the recording and analysis of official documents from the Educational Quality Assurance Institute (*LPMP*) with a theoretical score range of 0 to 100. Based on the results of descriptive data analysis, it was obtained a minimum score of 32.14, a maximum score of 86.90, a range of scores of 54.76 (empirical score), an average score of 62.706, a median of 60.71, a mode of 51.19, a standard deviation of 10.758, and a variance of 115.731.

Motivation has a positive direct effect on teacher's competency test (*UKG*)

The results of this study indicate that there is a positive direct effect of motivation (X1) on teacher's competency test (*UKG*) (Y). It means that *UKG* variance can be explained by motivation variance possessed by the teacher. The contribution of motivation which has a positive direct effect on teacher's competency test (*UKG*) of 18.0% implies that *UKG* variance can be explained by motivation variance of 18.0%. The results of this study indicate the influence of motivation on teacher's competency test (*UKG*).

In accordance with Jerome's opinion, Rotgans & Schmidt (2012) says that achievement-oriented people tend to be selfish, ambitious to achieve their life goals. Related to teacher's competency test (*UKG*), teachers who want to be outstanding will be more serious in working on teacher's competency test (*UKG*). They hope that the maximum teacher's competency test (*UKG*) results can improve their performance more significantly.

This is in line with a research conducted by Calorina & Hasbullah (2020) that motivation on working has a direct significant effect on teacher's performance, if the intrinsic and extrinsic working motivation on teacher increases, there will also be an increase in teacher's performance. Similar to the opinion of Sulasmiyati (2009) through the results of his research on the learning process in one of Junior High School in Semarang, states that working motivation has a significant effect on the learning process at the school. There is an influence of working motivation and professional competence of teachers on the quality of learning process. So, the higher the teacher's working motivation, the better the improvement of teacher's competency test (*UKG*) results.

Discipline has a positive direct effect on *UKG*

The positive direct effect of discipline (X2) on teacher's competency test (*UKG*) (Y) can be seen in the results of this study. It means that *UKG* variance can be explained by the discipline variance that is possessed by the teacher. The amount of discipline contribution that has a positive direct effect on teacher's competency test (*UKG*) of 16.7% which implies that *UKG* variance can be explained by disciplinary variance of 16.7%. This study shows the influence of discipline on teacher's competency test (*UKG*).

This is in accordance with a research conducted by Supriadi & Yusof (2015) who says that there is a positive and significant relationship between working discipline with academic achievement shown by the correlation coefficient, and determination coefficient, which indicates a good relationship of discipline with academic achievement. Thus, the higher the discipline of work, the higher the level of academic achievement, and vice versa. When there is a decrease in working discipline, it will be followed by a decrease in academic achievement.

It is also strengthened by another research conducted by Calorina & Hasbullah (2020) that working discipline significantly affects teacher's performance, in accordance with the results of research and data processing, the magnitude of the influence of Working Discipline (Y1) on Teacher's Performance (Y2) is 0.39. Positive discipline influences teacher's competency test (*UKG*). Teachers who are disciplined in their work can be on time, have awareness at work and compliance with applicable regulations. This, if done optimally will improve the quality of the teacher himself.

Adversity quotient has a positive direct effect on *UKG*

The results of this study indicate that there is a positive direct effect on adversity quotient to the teacher's competency test (*UKG*) (Y). This means that the *UKG* variance can be explained by the variability of the adversity quotient that is possessed by the teacher. The contribution of adversity quotient to positive direct effect on teacher's competency test (*UKG*) of 24.6% implies that the variance of *UKG* can be explained by the variance of adversity quotient by 24.6%. The findings of this study indicate the influence of adversity quotient on teacher's competency test (*UKG*).

In line with the results of the study done by Huda & Mulyana (2017) who says that based on data processing using SPSS version 20, the significance value ($0.029 < \alpha (0.05)$) was obtained. This shows that H_0 is rejected, so there is a significant effect of adversity quotient on academic achievement.

Also supported by the results of a research conducted by Huda, Tesa N. Mulyana (2018) in his research that basically teachers have competitiveness in carrying out their daily tasks. They have the adversity quotient in the face of work, especially in maintaining competence. The higher the value of adversity quotient, then the academic potential of the teacher will be higher. Thus, the obstacles in the work can be more easily resolved and finally the teacher's competency test (*UKG*) will increase.

Integrity Has a Positive Direct Impact on *UKG*

This study shows that there is a positive direct effect on integrity (X4) on *UKG* (Y). This means that the *UKG* variance can be explained by the variance in integrity possessed by the teacher. The contribution of integrity that has a direct positive effect on teacher's competency test (*UKG*) of 16.7% implies that *UKG* variance can be explained by integrity variance of 24.6%.

The findings of this study indicate the influence of integrity on teacher's competency test (*UKG*). It is in accordance with a research by Sunengsih (2015) that there is a relationship between integrity and performance. In other words, the higher the teacher's integrity, the higher the performance. It is reinforced also by the results of research conducted by Suwardana (2017) that integrity has a direct positive effect on task performance, increasing integrity will result in an increased task performance. With increased integrity, performance will also improve, in this case including the teacher's competency test (*UKG*).

Motivation Has a Positive Direct Impact on Integrity

This study shows that there is a direct positive effect of motivation (X1) on integrity (X4). This means that the integrity variance can be explained by the variance in motivation possessed by the teacher. The contribution of motivation which has a direct positive effect on teacher's integrity by 21.4% implies that the integrity variance can be explained by the motivation variance of 21.4%.

The findings of this study indicate the influence of motivation on integrity. In line with the results of the study by Anjani & Johan (2010) shows that the correlation test between intrinsic motivation and covert integrity produces a coefficient of 0.296 with a significance of 0.009 which indicates that there is a significant relationship between the two variables. Intrinsic motivation is related to integrity, meaning that the higher the motivation, the higher the integrity of a person. If the teacher wants to have high integrity, then it must be accompanied by high motivation to make it happen.

Discipline has a positive direct effect on integrity

The results of this study indicate that there is a positive direct effect of discipline (X2) on integrity (X4). This means that the integrity variance can be explained by the disciplinary variance that is possessed by the teacher. The amount of discipline contribution that has a positive direct effect on teacher integrity by 12.8% implies that the integrity variance can be explained by the disciplinary variance of 12.8%.

This is in line with research conducted by Pramono (2015) showing the results of a teacher's integrity in implementing educational patterns in class X Vocational High School (*SMK*) in Agriculture. Learning is carried out by opening (praying), being disciplined / on time to enter the class, inviting students to care about environmental cleanliness and motivate students to really learn continuously through habituation. This shows the influence of discipline on integrity. High discipline should be followed by high integrity. Aims to succeed in the Lesson Plan (RPP) prepared by the teacher based on the syllabus in order to improve their quality and their students.

Adversity quotient has a positive direct effect on integrity

The first finding in this study shows that there is a positive direct effect of adversity quotient (X3) on integrity (X4). This means that the integrity variance can be explained by the variance in the adversity quotient that is possessed by the teacher. The contribution of resistance to positive direct effect on teacher's integrity by 50.5% implies that the integrity variance can be explained by the variance of adversity quotient by 50.5%.

The results of this study are in line with a research conducted by Sukardewi, DN, Dantes, N., & Natajaya (2013) states that there is a positive and significant contribution between AQ (adversity quotient / retribution) on the performance of high school teachers in Amlapura City, the magnitude the contribution is (R square \times 100%) 19.1%. In other words, the better the AQ, the better the teacher's performance will be.

It is also strengthened by another research conducted by Firdaus, Y., Sumardi, S., & Istiadi (2019) that there is a relationship between adversity quotient / integrity, integrity with the effectiveness of teaching ($r_{y12} = 0.477$). So, it was concluded that the effectiveness of teaching can be improved through adversity quotient and good integrity. Teachers who have resilience and high integrity will make teaching effective. If the learning and teaching process can be effective, the quality of the teacher will improve.

Motivation Has a Positive Direct Effect on Discipline

This study shows that there is a positive direct effect of motivation (X1) on discipline (X2). This means that discipline variance can be explained by the variance in motivation possessed by the teacher. The contribution of motivation that has a direct positive effect on teacher discipline by 46.9% implies that the discipline variance can be explained by the motivation variance of 46.9%.

The findings of this study indicate the influence of motivation on discipline. The culture of discipline can motivate teachers to improve their quality. In line with the results of the study conducted by D., Surya et al. (2018) at the company named PT. Indosatoreda, Tbk Bandar Lampung should cultivate discipline, provide opportunities for capacity building and fair incentives, and motivate employees with job promotions.

Discipline and motivation are elements that support each other in improving teacher's performance. In accordance with a research done by Rizal (2019) that there is an influence of working motivation and discipline on the performance of junior high school teachers. Working motivation and discipline have a positive and significant effect on the performance of middle school teachers by 50%. Motivation also significantly influences a teacher's performance. Thus, discipline and motivation are equally influential on a teacher's performance.

Discipline Has a Positive Direct Effect on Adversity Quotient

The first finding in this study shows that there is a positive direct effect of discipline (X2) on adversity quotient (X3). This means that the variance of adversity quotient can be explained by the variance of the discipline possessed by the teacher. The amount of discipline contribution that has a direct positive effect on teacher's adversity quotient by 65.1% implies that the variance of adversity quotient can be explained by the discipline variance of 65.1%.

The findings of this study indicate the influence of discipline on adversity quotient. In line with a research conducted by Suastiti, IGAT Yudana & Dantes (2013) that the results of data analysis in the study showed that the contribution of achievement motivation to teacher professionalism performance was 6.94% while the contribution of 26.90% was found on the influence of working discipline contribution to professionalism performance of a teacher. Contributions of 33.71% are found in the influence of adversity quotient on teacher's professionalism performance. Together, the three independent variables contributed 67.55% to the teacher's professionalism performance. This proves that motivation to be outstanding, working discipline and adversity quotient contribute positively to teacher's professionalism performance.

CONCLUSION

Motivation has a direct positive effect on the teacher's competency test (*UKG*) scores of Physical Education and sport teachers in Banjarmasin and Banjarbaru City. These results indicate that the motivation possessed by the teacher determines the teacher's competency test (*UKG*) score where the higher the motivation possessed by the teacher, the teacher's competency test (*UKG*) score they obtain will also be higher.

Discipline has a positive direct effect on the teacher's competency test (*UKG*) scores of Physical Education and sport teachers in Banjarmasin and Banjarbaru City. These results indicate that the discipline attitude possessed by the teacher determines the teacher's competency test (*UKG*) score where the higher the discipline attitude possessed by the teacher, the teacher's competency test (*UKG*) score they obtain will also be higher.

Adversity quotient has a direct positive effect on the teacher's competency test (*UKG*) scores of Physical Education and sport teachers in Banjarmasin and Banjarbaru City. These results indicate that the adversity quotient possessed by the teacher determines the teacher's competency test (*UKG*) score where the higher the adversity quotient possessed by the teacher, the teacher's competency test (*UKG*) score they obtain will also be higher.

Integrity has a direct positive effect on the teacher's competency test (*UKG*) scores of Physical Education and sport teachers in Banjarmasin and Banjarbaru City. These results indicate that the integrity possessed by the teacher determines the teacher's competency test (*UKG*) score where the higher the integrity possessed by the teacher, the teacher's competency test (*UKG*) score they obtain will also be higher.

Motivation has a direct positive effect on the integrity of Physical Education and sport teachers in Banjarmasin and Banjarbaru City. These results indicate that the motivation possessed by the teacher determines integrity where the higher the motivation possessed by the teacher, the integrity they have will also be higher.

Discipline has a direct positive effect on the integrity of Physical Education and sport teachers in Banjarmasin and Banjarbaru City. These results indicate that the discipline possessed by the teacher determines integrity where the higher the attitude of discipline possessed by the teacher, the integrity they have will also be higher.

Adversity quotient has a direct positive effect on the integrity of Physical Education and sport teachers in Banjarmasin and Banjarbaru City. These results indicate that the adversity quotient that is possessed by the teacher determines integrity where the higher the adversity quotient that is owned by the teacher, the integrity they have will also be higher.

Motivation has a direct positive effect on the discipline of Physical Education and sport teachers in Banjarmasin and Banjarbaru City. These results indicate that the motivation of the teacher determines discipline where the higher the motivation of the teacher, the teacher's discipline will also be higher.

Discipline has a direct positive effect on the adversity quotient of Physical Education and sport teachers in Banjarmasin and Banjarbaru City. These results indicate that the discipline possessed by the teacher determines the adversity quotient where the higher the discipline attitude possessed by the teacher, the teacher's adversity quotient will also be higher.

REFERENCES

- Alamsyah, Y. A. (2016). Expert Teacher (Membedah syarat-syarat untuk menjadi Guru Ahli atau Expert Teacher). *TERAMPIL: Jurnal Pendidikan dan Pembelajaran Dasar*, 3(1), 24–44.
- Anjani, D., & Johan, R. T. (2010). *Hubungan antara Motivasi Intrinsik dengan Integritas pada Karyawan Operasional Penjaga Pintu Gerbang Jalan Bebas Hambatan PT. X*
- Calorina, G., & Hasbullah, D. (2020). Pengaruh Pelaksanaan Supervisi Akademik Pengawas, Motivasi Kerja, Iklim Kerja, dan Disiplin Kerja Terhadap Kinerja Guru SMKN. *Jurnal Sipatokkong BPSDM Sulsel*, 1(1), 96–111.
- D., Surya, A., WA, A. R., Nugroho, Y. C., & Alie, M. S. (2018). Pengaruh Disiplin, Kemampuan, dan Insentif Terhadap Motivasi dan Kinerja Karyawan pada Pt. Indosatoredito, Tbk Bandar Lampung. *Jurnal Malaysia Desmon*, 1. <https://doi.org/10.31219/osf.io/gwa4x>
- Edinayanti, E. (2019). *Dinas Pendidikan Kota Banjarmasin Masih Kekurangan 1.500 Guru*. <https://banjarmasin.tribunnews.com/2019/12/24/dinas-pendidikan-kota-banjarmasin-masih-kekurangan-1500-guru>
- Fauzi, Y. (2017). *Ranking Indeks Pembangunan Manusia Indonesia Turun ke-113*. <https://www.cnnindonesia.com/ekonomi/20170322182446-78-202081/ranking-indeks-pembangunan-manusia-indonesia-turun-ke-113>
- Firdaus, Y., Sumardi, S., & Istiadi, Y. (2019). Efektivitas Pengajaran Guru Ditinjau dari Adversity Quotient dan Integritas. *Jurnal Manajemen Pendidikan*, 7(1), 700–706.
- Harahap, E. Y. (2016). *Penerapan Supervisi Kelompok Teknik Lokakarya dalam Upaya Meningkatkan Kompetensi Pedagogik Guru Menggunakan Media Pembelajaran Berbasis TIK di SMAN 1 Huragi-Kab. Padang Lawas*. Tesis tidak diterbitkan. Universitas Negeri Medan, Medan.
- Hermawansyah, H. (2019). Etika Guru sebagai Pendidikan yang Mendasar bagi Siswa. *Jurnal Studi Pendidikan*, 10(2), 32–33.
- Huda, T. N., & Mulyana, A. (2017). Pengaruh Adversity Quotient terhadap Prestasi Akademik Mahasiswa Angkatan 2013 Fakultas Psikologi UIN SGD Bandung. *Psymphatic: Jurnal Ilmiah Psikologi*, 4(1), 115–132.
- Huda, Tesa N. Mulyana, A. (2018). Pengaruh Adversity Quotient terhadap Prestasi Akademik Mahasiswa Angkatan 2013 Fakultas Psikologi UIN SGD Bandung. *Jurnal Ilmiah Psikologi*, 4(1), 115–132.
- Koswara, K., & Rasto, R. (2016). Kompetensi dan Kinerja Guru berdasarkan Sertifikasi Profesi (Competence and Teachers Performance with Professional Certification). *Jurnal Pendidikan Manajemen Perkantoran*, 1(1), 67–68.
- Munirah, M. (2015). Sistem Pendidikan di Indonesia: Antara Keinginan dan Realita. *AULADUNA*, 2(2), 242–244.

- Pramono, R. (2015). Integritas Pendidikan Karakter dalam Pembelajaran di SMK Pertanian (Integration of Character Education in Learning in Agricultural Vocational High School). *Agromedia*, 33(2), 94–102.
- Rahman, U. (2007). Mengenal Burnout Pada Guru. *Lentera Pendidikan*, 10(2), 216–218.
- Rasam, F. (2014). Kemampuan Menyusun Alat Evaluasi Hasil Belajar Ditinjau dari Disiplin Guru dan Motivasi Berprestasi pada SMK Swasta di Jakarta Selatan. *Research and Development Journal of Education*, 1(1), 62.
- Rizal, A. S. (2019). Pengaruh Motivasi Kerja dan Kedisiplinan Terhadap Kinerja Guru SMP. *Jurnal Ulul Albab*, 23(1), 15–22.
- Rotgans, J. I., & Schmidt, H. G. (2012). The Intricate Relationship between Motivation and Achievement: Examining the Mediating Role of Self-Regulated Learning and Achievement-Related Classroom Behaviors. *International Journal of Teaching and Learning in Higher Education*, 24(2), 197–208.
- Suastiti, I. G. A. T. Yudana, I. M., & Dantes, G. R. (2013). Kontribusi Motivasi Berprestasi, Disiplin Kerja, dan Ketahananmalangan (Adversity Quotient) terhadap Kinerja Profesional Guru SMA Negeri di Kecamatan Karangasem Kabupaten Karangasem Bali. *Jurnal Administrasi Pendidikan Indonesia*, 4(1), 1–13.
- Sukardewi, D. N., Dantes, N., & Natajaya, I. N. (2013). Kontribusi Adversity Quotient (AQ), Etos Kerja, dan Budaya Organisasi terhadap Kinerja Guru SMA Negeri di Kota Amlapura. *Jurnal Administrasi Pendidikan Indonesia*, 4(1).
- Sulasmiyati, T. (2009). Pengaruh Motivasi Kerja dan Kompetensi Profesional Guru Terhadap Proses Pembelajaran di SMP Negeri Kota Semarang. *Jurnal Ilmiah Ekonomi Universitas Diponegoro*, 4(2).
- Sulfemi, W. B. (2019). Kompetensi Profesionalisme Guru Indonesia dalam Menghadapi MEA. *Prosiding Seminar Nasional STKIP Muhammadiyah Bogor.*, 67.
- Sunengsih, N. D. (2015). Hubungan Profesionalisme, Iklim Sekolah, dan Integritas dengan Kinerja Guru SMP Negeri di Kota Administrasi Jakarta Timur (2015). *Jurnal Manajemen*, 19(2), 190–204.
- Supriadi, E., & Yusof, H. (2015). Relationship between Instructional Leadership of Headmaster and Work Discipline and Work Motivation and Academic Achievement in Primary School at Special Areas of Central Jakarta. *Journal of Education and Learning*, 4(3), 123–135.
- Suwardana, O. (2017). Kinerja Tugas Guru Sekolah Menengah Kejuruan (SMK) Negeri Bersertifikat ISO 9001 di Jawa Barat. *Jurnal Ilmu Pendidikan (JIP) STKIP Kusuma Negara. Jurnal Pendidikan STKIP Kusuma Megara*, 8(2), 15–24.
- Undang-undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen.*