The Effect of Resilience and Self-Concept on the Work Ethic of Elementary School Teachers in Kuantan Hilir District

Maryunis [1]✉, Jaya Adi Putra[2], Rita Kurnia[3]
[1][2][3] Universitas Riau, Pekanbaru, Indonesia
✉ email: maryunis8975@grad.unri.ac.id

ABSTRACT

The work ethic of teachers is an essential factor in improving the quality of education in elementary schools within Kuantan Hilir Seberang District. Teachers with a strong work ethic demonstrate discipline, responsibility, professionalism, innovation, and dedication, thereby creating a conducive and positive learning environment. Internal factors such as resilience and self-concept play a significant role in shaping this work ethic. Teachers with high resilience are better able to cope with job-related pressures and administrative challenges, remain productive, and sustain both self-motivation and student motivation. A positive self-concept enhances teachers' confidence, commitment, and professionalism. Observations indicate that several teachers still require improvement in discipline, innovation, and competency development. Strengthening these internal aspects can enhance overall work ethic and directly contribute to improving educational quality. This study addresses the following research questions: (1) Is there an influence of resilience on the work ethic of elementary school teachers in Kuantan Hilir Seberang District? (2) Is there an influence of self-concept on the work ethic of these teachers? (3) Is there a combined influence of resilience and self-concept on their work ethic? This research employs a quantitative approach using an ex post facto research design. The study examines three variables to determine the extent of influence between the independent and dependent variables. The independent variables are resilience (X1) and self-concept (X2), while the dependent variable is work ethic (Y). The population of this study consists of all elementary school teachers in Kuantan Hilir Seberang District, totaling 125 teachers across 10 schools. The sample comprises 96 teachers from the same 10 schools, selected using a cluster random sampling technique. Data processing and analysis were conducted using descriptive profile analysis, descriptive statistics, and inferential statistics. The data were analyzed using SPSS version 25. The findings of this research indicate: (1) a significant and positive influence of resilience on the work ethic of elementary school teachers, with an effect size of 45.9%; (2) a significant and positive influence of self-concept on work ethic, with an effect size of 42.6%; and (3) a significant and positive combined influence of resilience and self-concept on work ethic, with an overall effect size of 47.3%. This indicates a moderate level of influence, as the remaining 52.7% is attributed to other factors not examined in this study.

Keywords: *Work Ethic; Resilience; Self-Concept*

INTRODUCTION

Work is a human activity to obtain something in return to meet the needs of life, whether for personal, family, or community benefit. Hard work is an absolute requirement for achieving happiness in this world and the hereafter. With a strong work ethic, a person will produce optimal performance. A strong work ethic can be achieved

by making worship the primary driving force. Furthermore, motivation from rewards, punishments, and material gain also influence. Work ethic is crucial for achieving excellence in character and character. This ultimately results in superior work and performance. Excellence stems from consistent perseverance and the attitude of humans as masterpieces. Experiencing work as service requires the ability to transcend, which is reflected in work ethic.

According to Sinambela (2025), a strong work ethic encourages individuals to work responsibly, with discipline, innovation, and professionalism. For teachers, a strong work ethic not only impacts personal performance but also improves the quality of education in schools. Teachers with a strong work ethic strive to give their best in teaching, guiding, and developing the character of students. A teacher's work ethic is particularly important in elementary schools because teachers not only deliver material but also shape students' character. Teachers with a strong work ethic are more responsive to change, open to self-development, and able to collaborate. This is a key asset in improving the quality of education. Dedicated teachers create a conducive and enjoyable learning environment.

A teacher's work ethic directly impacts the quality of learning and student achievement. Dedicated teachers can increase learning motivation, reduce absenteeism, and strengthen social interactions in schools. This demonstrates that strengthening work ethic is a crucial strategy in improving the quality of basic education. Disciplined and responsible teachers serve as role models for students. An improved work ethic also contributes to a conducive classroom atmosphere. Teachers innovate in teaching methods and guide students. A supportive school environment strengthens teachers' work ethic. A teacher's work ethic reflects not only professionalism but also dedication and creativity.

In Kuantan Hilir Seberang District, there are 10 elementary schools with 125 teachers who play strategic roles. According to school documents from 2024, only 65% of teachers consistently attend on time. 35% of teachers are not fully disciplined in completing administrative tasks. Observations indicate that 30% of teachers have not prepared optimal learning materials. Around 33% of teachers reported a high administrative burden that reduced their focus on teaching. 28% of teachers tended to use outdated methods without innovation. This lack of preparedness impacted the quality of learning and student motivation. Inconsistent teachers struggled to build positive interactions with students. This data indicates that teachers' work ethic still needs significant improvement.

Teachers' personal drive is closely related to work ethic. Internally motivated teachers tend to be more creative in designing learning. Based on the 2023 training document, only 40% of teachers regularly participated in competency development activities. Another 30% of teachers were less active in participating in self-development training. Teachers who did not participate in training tended to use the same teaching methods. A lack of innovation can reduce student interest in learning. Supporting facilities also affected teacher morale. 33% of teachers felt burdened by administrative

tasks and limited facilities. A conducive work environment is needed to improve performance.

Teachers' work ethic is also influenced by internal psychological factors, one of which is resilience. Teachers with high resilience are able to withstand pressure and remain productive. Research by Sari & Iskandar (2022) showed that highly resilient teachers maintain the quality of their teaching despite facing difficulties. Resilience influences teachers' ability to adapt to classroom policies and dynamics. Teachers who are able to overcome challenges demonstrate discipline and responsibility. This directly impacts the quality of learning. Improving resilience is an important strategy. Highly resilient teachers are able to motivate themselves and their students. The work environment supports teacher resilience.

Teacher self-concept is another important factor influencing work ethic. Teachers with a positive self-concept have high self-confidence and are able to cope effectively with work pressures. According to Putri & Hidayat (2023), teachers with positive self-perceptions demonstrate greater dedication. Teachers with a positive self-concept are disciplined and responsible. Conversely, a low self-concept can decrease motivation and work ethic. Self-concept is formed through experience, social interactions, and self-evaluation. Teachers who are aware of their strengths and weaknesses are able to improve.

METHOD

This research used a quantitative approach with an ex post facto method, which examines events that have already occurred to identify influencing factors (Sugiyono, 2022). The variables studied included resilience (X1) and self-concept (X2) as independent variables, and work ethic (Y) as the dependent variable. The study was conducted at elementary schools in Kuantan Hilir Seberang District from June to November 2025. Data were obtained through a 5-point Likert-scale questionnaire distributed to teachers as respondents, and supported by secondary data from school documents, Education Office reports, and related literature. The study population consisted of 125 teachers from 10 elementary schools, with a sample of 96 teachers determined using the Slovin formula and Cluster Random Sampling techniques.

Prior to the main research, validity tests were conducted using Pearson Product Moment and reliability tests using Cronbach's Alpha on 20 teachers outside the sample, which showed all instruments were valid and reliable (Cronbach's Alpha > 0.60).

The work ethic variable was operationalized through six indicators, namely work discipline, responsibility, dedication and commitment, work motivation, cooperation, and innovation and creativity, which were measured through 40 valid questionnaire items, while the resilience and self-concept variables were measured through 41 and 34 questionnaire items that had been tested for validity and reliability, respectively.

Table 1. Research 1 Sample Table

| No	TEACHER IDENTITY	POPULATION		Sample	
		male	female	male	female
1	SD Negeri 001 Koto Rajo	6	11	5	9
2	SD Negeri 002 Lumbok	4	8	3	6
3	SD Negeri 003 TJ Putus	3	8	2	6
4	SD Negeri 004 Pelukahan	1	10	1	8
5	SD Negeri 005 Pulau Beralo	5	9	4	7
6	SD Negeri 006 Sungai Sorik	2	9	1	7
7	SD Negeri 007 Pengalihan	1	9	1	7
8	SD Negeri 008 Pulau Baru	4	7	3	5
9	SD Negeri 009 Pulau Kulur	4	8	3	6
10	SDS Cerenti Subur	7	9	6	6
	amount	37	88	29	67
	Total	125		96	

FINDING AND DISCUSSIONS

Based on Table the Kolmogorov–Smirnov normality test shows the following significance values: the Resilience variable (X1) has a significance value of 0.200 (0.200 > 0.05), indicating that the data are normally distributed. The Self-Concept variable (X2) has a significance value of 0.085 (0.085 > 0.05), which also indicates a normal distribution. Likewise, the Work Ethic variable (Y) shows a significance value of 0.200 (0.200 > 0.05), confirming that the data are normally distributed.

Table 2. Results of the Kolmogorov-Smirnov Normality Test for the Resilience (X1), Self-Concept (X2), and Work Ethic (Y) Variables
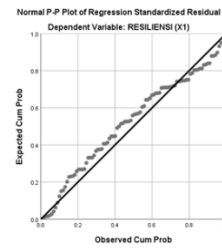
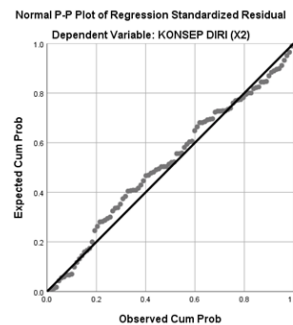|	Resilience (X_1)	Self-concept (X_2)	Work ethic (Y)
n	96	96	96
Test Statistic	0,075	0,085	0,075
Asymp, Sig, (2-tailed)	0,200	0,085	0,200

Source: SPSS processed data

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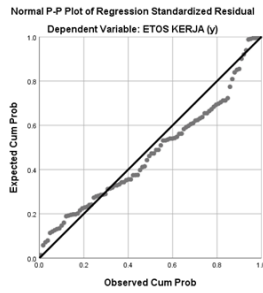
(a)

(b)

(c)

Figure 1 Normal Data Distribution P-P Plot
P-P Plot of Research Variables: (a) Resilience, (b) Self-Concept, and (c) Work Ethic

Variabel	Sig
Work Ethic Y * Resilience X1	0,398
Work ethic Y * Self-concept X2	0,288

Source: SPSS processed data

Based on the table, the significance value (sig) of the deviation from linearity between work ethic (Y) and resilience (X1) is 0.398, greater than 0.05. Therefore, it can be concluded that there is a significant linear relationship between the work ethic (Y) and resilience (X1) variables. Furthermore, the significance value (sig) of the deviation from linearity between work ethic (Y) and self-concept (X2) is 0.288, greater than 0.05. Therefore, it can be concluded that there is a significant linear relationship between work ethic (Y) and self-concept (X2). Hypothesis 0 (H0) states that there is no effect between resilience (X1) and work ethic (Y). This hypothesis testing was conducted using simple linear regression analysis, regression equation testing, influence testing using significance testing (hypothesis testing whether or not there is an effect), and testing the magnitude of the effect using a model summary.

Table 3. Pearson Correlation Test Between Resilience (X1) and Work Ethic (Y)

Variables	N	Korelasi Pearson	Sig (2-tailed)	Interpretation
X_1-Y	96	0,677	0,000	very high

Source: SPSS processed data

Based on the Pearson correlation test results in Table 3, the correlation coefficient (r) was 0.677 with a significance value (Sig. 2-tailed) of 0.000. Because the significance value is less than 0.05 (0.000 < 0.05), it can be concluded that there is a significant relationship between the resilience variable (X1) and work ethic (Y).

Furthermore, the correlation value of 0.677 indicates that the relationship between the two variables is strong and positive. This means that the higher a person's resilience, the higher their work ethic. In other words, individuals who have good resilience and adaptability to pressure or challenges tend to demonstrate higher work ethic, perseverance, and responsibility in carrying out their duties.

Table 4. Test of the Influence of the Resilience Variable (X1) on Work Ethic (Y) Using the Summary Model

R	R Square	Sig, F Change	Influence (%)	Interpretation
0,677	0,459	0,000	45,9%	Currently

a. *Predictors: (Constant),: (X_1) Resiliensi*
b, *Dependent Variable: (Y) Etos kerja*

Sumber: Data olahan SPSS

Based on Table 4, the correlation coefficient (R) value is 0.677, indicating a fairly strong relationship between resilience (X1) and work ethic (Y). The R Square (R^2) value of 0.459 indicates that resilience has a 45.9% influence on work ethic, while the remaining 54.1% is influenced by other factors not examined in this study, such as motivation, leadership, work environment, and job satisfaction.

Furthermore, the Sig. F Change value of 0.000 indicates that the influence of resilience on work ethic is significant, as it is less than 0.05. This means that the higher a person's resilience, the higher their work ethic. Therefore, it can be concluded that resilience has a significant and moderate influence on teacher work ethic. This means that teachers who are resilient, able to cope with pressure, and quickly recover from difficulties tend to have high work enthusiasm in carrying out their duties at school

Table 5 Results of Multiple Linear Regression Analysis

Model	b	t	Sig
(Konstan)	1,211	4,271	
Resilience X1	0,457	2,898	0,000
Self-concept X2	0,427	2,603	

Source: SPSS 2025 processed data

Based on Table 5, it can be explained that the results of the multiple linear regression analysis show the influence of resilience (X1) and self-concept (X2) on teacher work ethic (Y). The constant value (a) is 1.211, while the regression coefficient for the resilience variable (X1) is 0.457, and for the self-concept variable (X2) is 0.427. Thus, the following regression equation is obtained:
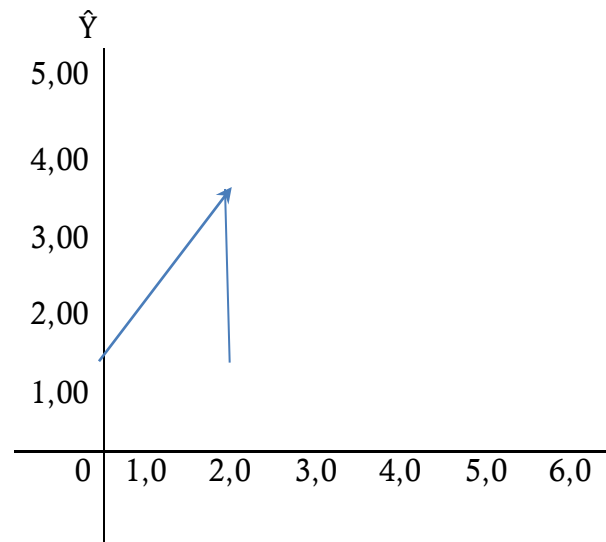$$\hat{Y} = 1{,}211 + 0{,}457X1 + 0{,}427X2 = 2{,}095$$

Figure 2 Multiple Regression Line Equation

This equation can be interpreted as meaning that if there is no influence from resilience or self-concept, the baseline value of teacher work ethic is 1.211. The resilience regression coefficient (X1) of 0.457 indicates that every one-unit increase in resilience will increase work ethic by 0.457, assuming the self-concept variable remains constant. This means that the greater a teacher's ability to adapt and persist in the face of adversity, the stronger their work ethic.

Furthermore, the self-concept regression coefficient (X2) of 0.427 means that every one-unit increase in self-concept will increase teacher work ethic by 0.427, assuming the resilience variable remains constant. This indicates that teachers with a positive self-concept, who believe in their abilities and worth, tend to have higher work enthusiasm and responsibility.

The t-test results show that the resilience variable (X1) has a calculated t-value of 2.898 and the self-concept variable (X2) has a calculated t-value of 2.603, with each significance value less than 0.05. Since the Sig. value is <0.05, both variables significantly influence work ethic. This means that H2 is rejected and H3 is accepted, indicating a positive and significant relationship between resilience and self-concept on teachers' work ethic.

Overall, the results of this analysis indicate that the higher a teacher's resilience and self-concept, the higher their work ethic. Teachers who are able to face pressure calmly and maintain a positive self-perception are more persistent, responsible, and highly motivated in carrying out their duties. Therefore, it can be concluded that resilience and self-concept have a positive and significant influence on the work ethic of elementary school teachers in Kuantan Hilir Seberang District.

Based on the interpretation category, the influence value of 47.3% falls into the moderate category, meaning the influence is quite strong, but other factors still play a role. Therefore, it can be concluded that the higher a person's resilience and positive self-concept, the better their work ethic in carrying out their duties and responsibilities. The results of the hypothesis testing can be summarized as in the following figure.
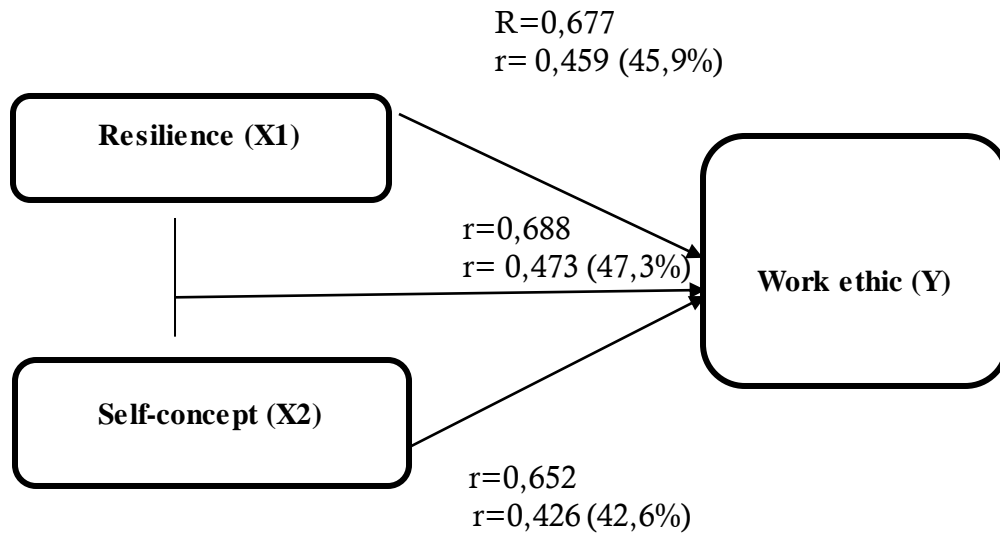
Figure 3 Multiple reliabilty

After conducting descriptive testing, hypothesis testing, and analyzing the influence of resilience and self-concept on work ethic, the results showed that: (a) resilience has a significant and positive effect on the work ethic of elementary school teachers in Kuantan Hilir Seberang District, with a 45.9% effect (moderate category), while the remaining 54.1% is attributed to factors outside the study; (b) self-concept also has a significant and positive effect on work ethic, with a 42.6% effect (moderate category), with the remaining 57.4% being influenced by other factors; and (c) resilience and self-concept simultaneously have a significant and positive effect on work ethic, with a 47.3% effect (moderate category), while the remaining 52.7% is influenced by variables outside the study. Discussion

This discussion outlines the simultaneous influence of resilience, self-concept, and both on teachers' work ethic The Influence of Resilience on Work Ethis The study's results show that resilience has a significant and positive influence of 45.9% on teachers' work ethic. This means that nearly half of teachers' work ethic is influenced by their ability to endure, adapt, and recover from work pressures. This finding aligns with Utami & Putra (2020), who emphasized that teachers with high resilience are able to maintain motivation and deal positively with professional pressures. Resilience also encompasses aspects of optimism, self-control, empathy, and social support, which strengthen teachers' discipline, responsibility, and work consistency. Furthermore, resilience helps teachers navigate curriculum changes, administrative demands, and social dynamics in schools (Nafiati & Hendaryati, 2024). Internal factors such as personality and coping, as well as external factors such as social support, contribute to resilience levels (Hascher et al., 2021). Thus, resilience is a crucial factor in maintaining the productivity, psychological well-being, and work ethic of elementary school teachers.

CONCLUSION

Based on the research results, it can be concluded that resilience and self-concept of elementary school teachers in Kuantan Hilir Seberang District have a positive and significant influence on work ethic. Resilience contributed 45.9%, indicating that teachers with high mental resilience are able to face work pressure, manage stress, and maintain consistency and professionalism, thereby improving work ethic. Self-concept influenced 42.6%, indicating that teachers with positive self-perception are more confident, motivated, disciplined, and able to adapt to professional conditions, thus improving performance and dedication in work. Simultaneously, resilience and self-concept contributed 47.3% to work ethic, indicating a moderate influence, and strengthening teachers' ability to face challenges, build harmonious relationships, and maintain productivity, although some work ethic is still influenced by other external factors. Implementation of these findings includes developing teacher resilience through stress management training, coping strategies, and psychological guidance, as well as strengthening self-concept through self-development programs, coaching, and mentoring. In addition, a supportive, harmonious, and communicative work environment needs to be created so that teachers can work optimally. Regular monitoring and evaluation are also needed to ensure the effectiveness of resilience and self-concept development programs so that teachers' work ethic can improve consistently and sustainably.

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