

The Effect of Social Support on Adversity Quotient in Generation Z Elementary School Teachers in Medan City

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Abstract

This research was conducted on 166 elementary school teachers (SD) Generation Z, aged 24 to 30, in Medan, with at least one year of teaching experience. This study aims to see the influence of social support felt by the teacher in increasing the adversity quotient (AQ). This is necessary to help Generation Z elementary school teachers be able to face the challenges of their work. The research method used is quantitative with purposive sampling. Research shows the influence of social support on the adversity quotient of Generation Z elementary school teachers in Medan. The support dimension of the principal and fellow teachers contributes the most to increasing the adversity quotient.

Kata kunci: Social Support; Adversity Quotient; Primary School Teachers; Generation Z

Abstrak

Penelitian ini dilakukan terhadap 166 guru Sekolah Dasar (SD) Generasi Z, berusia 24 sampai dengan 30 tahun, di Medan, dengan pengalaman mengajar minimal satu tahun. Penelitian ini bertujuan untuk melihat pengaruh dukungan sosial yang dirasakan guru dalam meningkatkan adversity quotient (AQ). Hal ini diperlukan untuk membantu guru SD Generasi Z agar mampu menghadapi tantangan pekerjaannya. Metode penelitian yang digunakan adalah kuantitatif dengan purposive sampling. Penelitian menunjukkan adanya pengaruh dukungan sosial terhadap adversity quotient guru SD Generasi Z di Medan. Dimensi dukungan kepala sekolah dan sesama guru memberikan kontribusi paling besar dalam meningkatkan adversity quotient.

Kata kunci: Dukungan Sosial, Adversity Quotient; Guru Sekolah Dasar; Generasi Z

INTRODUCTION

Elementary school teachers are one of the human resources in the educational environment that can help schools and students achieve learning goals. Elementary school teachers need to be able to adapt to changes in the curriculum, the addition of various learning and administrative projects that need to be completed simultaneously, mastery of multiple subjects, and face diverse students during their transition from children to

adolescents so that learning for elementary school students is achieved (Abidah dkk., 2022; Saputro & Wijayanti, 2021). Many demands make elementary school teachers have job challenges that can make them experience stress (Sugiarto dkk., 2019).

Generation Z is a generation born between 1995 and 2012. This generation has characteristics that are very close to technology, so they tend to desire to work quickly, be flexible, and be impatient (Rahmawati, 2018). Generation Z teachers experience job challenges due to their characteristics and work demands as elementary school teachers in this era (Bartman, 2021). This challenge requires Generation Z to be able to focus on studying slowly related to the assessment of each student, working on detailed learning methods and lesson projects, and completing various required administrations (Kalimatusyaro dkk., 2024). In job challenges like this, teachers in Medan have a moderate stress level of up to 56.3% and a weight of 7.4% (Simanjuntak dkk., 2022). Another study can be seen by (Sinaga dkk., 2024), who stated that 90% of teachers experienced stress out of the 50 teachers he had researched. This indicates the need for a strategy to help teachers in the city of Medan, especially elementary school teachers and Generation Z, face the challenges of their work.

That one ability to face challenges is *adversity quotient*. The *adversity quotient* is expressed as a person's ability to face all life difficulties or challenges at work and others (Stoltz, 1999). This ability can then be improved in various ways so that teachers can better face the challenges of their work (Anwar, 2024).

However, the *adversity quotient* in teachers or Generation Z is said to be low. This can be seen from research conducted by (Leung & Busiol, 2016), which shows that Generation Z is at a low level in overcoming problems from their tasks and work. Research by (Vandana & Chaganti, 2019) was conducted on workers aged 25 years and below who have a low category in facing job challenges.

Further research conducted by (Mohd Adnan & Mohd Matore, 2022) on teachers showed that the *adversity quotient level was moderate*. Adhan and Matore said this was caused by various factors that had an influence (Mohd Adnan & Mohd Matore, 2022). One factor that increases this ability is the social support these teachers feel. Research by (Rivalina & Setyowati, 2021) on students also mentioned the same thing: the *adversity quotient* is moderate due to several factors, including social support.

This is then supported by research by (Oktarina dkk., 2021), who explains that social support for teachers can improve their ability to face existing job challenges.

Research conducted by Sawatri (2023) found that support from parties in the work environment has a significant impact on the abilities of each individual in Generation Z. This is also supported by research by (Parveen dkk., 2025) who found that family and non-colleague friends and the work environment can also improve these abilities.

Social support is a form of assistance individuals receive from family, colleagues, family, and friends outside of work. Social support is then explained in two categories: social support that is provided and felt. The social support provided is also called *received social support*. Meanwhile, perceived support is also called *perceived social support* (Haber dkk., 2007; Maryanti & Herani, 2020). In this study, we then looked at the support felt or perception of the support

However, research on social support for *adversity quotient* in Generation Z elementary school teachers has not been widely done, especially in Medan, which has a stress level, as explained. Therefore, this research becomes a new thing to further study teachers' ability to face job challenges, especially Generation Z elementary school teachers in Medan. This can be an input to improve the welfare of the teacher

RESEARCH METHOD

This study aims to see the effect of social support on the adversity quotient in Generation Z elementary school teachers in the city of Medan. The study's results will also show the dimension of social support that influences the adversity quotient most in Generation Z elementary school teachers in Medan. The research method is quantitative, with the population being elementary school teachers born between 1995 and 2012 in Medan. The research sample uses non-probability sampling with a type of purposive sampling, which is a sample determination technique based on specific considerations from the researcher (Sugiyono, 2019). The consideration is based on the results of previous research, so the sample criteria are elementary school teachers in the city of Medan with at least 1 year of (Muztaba dkk., 2020) work experience in formal elementary schools. The number of samples based on the formula of Lemeshow et al. (1990) on the number of populations cannot be known. Based on the formula, the sample of this study amounted to 166 samples.

This research procedure involved spreading the scale to Generation Z elementary school teachers in Medan using appropriate criteria. The social support scale uses the revised multidimensional scale of perceived social support (R-MSPSS) modified by

(Oktarina dkk., 2021) in teachers. Meanwhile, the adversity quotient variable in teachers uses a scale developed by (Muztaba dkk., 2020).

The data results will be analyzed using the SmartPLS 4 application with the structural equation modeling-partial least squares (SEM-PLS) analysis method. This is a modeling approach that can be used in an exploratory study to determine the influence and magnitude of effects on a sample of 100 – 200 (Hair dkk., 2014).



Figure 1. Stages of the Research Process

RESULTS AND DISCUSSION

This study aims to test the effect of social support on *the adversity quotient* of Generation Z elementary school teachers in the city of Medan. The results of this study are divided into two parts: the *outer model* test and the *inner model* test. External model *testing* tests the scale quality of each variable through validity and reliability, and *inner model* testing tests that structural models have been built robustly and accurately (Hair dkk., 2014).

External model test results

Convergent Validity Test

Convergent validity is the validity of each variable item viewed with the loading factor value and the average variance extracted (AVE) value. The loading factor value of each item must be above 0.6, and the AVE value must be at least 0.5 (Hair et al., 2011). It is helpful to state that each item represents a single construct to declare each item valid or

according to the theory built by that construct. Based on the results of the outer model test in Figure 1, it can be seen that each item has met the loading factor and AVE values. This can be seen more clearly in Table 1.

Table 1. *Nilai Loading Factor dan Average Variance Extracted (AVE)*

Variabel	Loading Factor	AVE
Social Support	0.722 – 0.841	0.608
<i>Adversity Quotient</i>	0.750 – 0.829	0.637

Note : all variables are declared valid

Based on table 1, it is known that the results of the outer model meet the requirements of convergent validity.

Discriminating Validity Test

The discriminant's validity is seen by comparing the root values of AVE between variables. The scale is valid if the root correlation value of AVE in each variable is higher than the other variables (Hair dkk., 2014). This is useful to explain that the two variables have different meanings so that the connection between the two can be tested as two constructs. This can be seen in the following table 2.

Table 2. *AVE root value on each variable*

Variabel	<i>Adversity Quotient</i>	Social Support
Adversity Quotient	(0.760)	
Social Support	0.350	(0.779)

Based on table 2, it can be seen that the root correlation value of each variable is greater than the other variables. This means that this research model has also met the requirements for discriminatory validity.

Reliability Test

Reliability is seen from the value of Cronbach alpha and composite reliability. The value of the Cronbach harp should be >0.6 , and the composite reliability value should be >0.7 (Hair dkk., 2014). Reliability is required to state that the measuring instrument can be used in various subjects and situations and can be used repeatedly. Each value can be seen in Table 3.

Table 3. *Reliability Value*

Variabel	<i>Alpa Cornbach</i>	<i>Composite Reliability</i>
Social Support	0.957	0.963
<i>Adversity Quotient</i>	0.975	0.981

Based on table 3, it is concluded that this study has met the prerequisites of reliability.

Inner Model Test Results

This study uses internal model testing to ensure that the research structure is robust and accurate (Hair et al., 2011). It is useful to state that the variables of the study have a good correlation to be tested. The results can be seen in Table 4.

Table 4. Inner Model Test Results

Criterion	Value	Result
<i>R square</i>	0.43	The effect of social support on <i>moderate</i> adversity
<i>Goodnes of Fit</i>	0.066	Strong GOF

Table 4 shows that this research model is accurate for further testing.

Hypothesis Testing

Hypothesis testing by looking at the alpha value of 0.05, which is $p <0.05$. then the hypothesis is accepted, the original sample with a positive value shows a positive

influence, while a negative one shows a negative influence (Hair dkk., 2014). Table 5 shows this value in this study.

Table 5. Hypothesis Testing Results

Criterion	<i>p</i>
<i>Social Support – Adversity Quotient</i>	0.015

Based on table 5, it can be said that social support has an influence on the adversity quotient with a *p* value of $0.015 < 0.05$

Analysis of the Most Important Dimensions

This analysis was done by looking at the value of the original sample in each dimension of social support (Hair dkk., 2014). Table 6 shows the value.

Table 6. Dimensional Analysis Results

	Original sample (O)
Family Support -> Social Support	0.218
Principal Support -> Social Support	0.278
Peer Support -> Social Support	0.277
Non-Colleague Friend Support -> Social Support	0.227

Based on Table 6, it can be said that the principal's support, with 0.278, is the largest social support dimension that affects the adversity quotient. Then, the support of fellow teachers, with a score of 0.277, followed. The dimension of support for non-colleagues, with a value of 0.227, and family, with a value of 0.218, had the lowest influence but remained in a balanced category to increase the adversity quotient.

Discussion

The results of the study show that the model of the influence of social support on adversity quotient in Generation Z elementary school teachers in the city of Medan is a novelty of the research because there have been no research results that design or test both

variables in the Generation Z population who work as elementary school teachers, especially in the city of Medan.

The results of this study have shown that social support can influence the ability to handle and face complex work challenges better in an elementary school teacher (SD) generation Z with a p-value of < 0.05 . This result is supported by previous research that states that Generation Z needs social support to work more optimally (Oktarina dkk., 2021). Teachers also need support from the principal, colleagues, the family environment, and friends outside of work who can provide motivation and strength mentally and physically to face various job challenges (Elomaa dkk., 2023).

Other research also states that this social support impacts the ability to deal with problems because individuals need help both emotionally and directly (Li dkk., 2022). Their perception of the usefulness of the assistance gives them a sense of comfort for them to be able to work optimally (Ángeles López-Cabarcos dkk., 2022). This also applies to teachers (Tabben, Lang, Sproat, Owens, & Helms, 2021) and Generation Z (Takács dkk., 2021). The research also found that support from school principals and colleagues has a greater impact on the increase in the adversity quotient of elementary school teachers (SD) generation Z in the city of Medan by 0.278 and 0.277.

Generation Z's characteristics that emphasize the comfort of the working environment make both of these things important to them (Leslie, Anderson, Bickham, Horman, Overly, Gentry, Callahan, & King, 2021). For Generation Z, a supportive work environment can help them to do their work more optimally, both in the form of direct assistance, such as information assistance and task completion, to the form of assistance to be able to overcome the discomfort they feel (Demirbilek & Keser, 2022, 2022; Fleeton, 2024; Saraiva & Nogueiro, 2025).

This explanation impacts them even though they work as teachers. As elementary school teachers with various job challenges, Generation Z needs a work environment that is also supportive and encourages them to develop and solve problems.

Therefore, the work environment needs to be designed to comfort every Generation Z elementary school teacher in the city of Medan and increase their adversity quotient.

Conclusion

The results of this study conclude that social support significantly influences the adversity quotient in Generation Z elementary school teachers in Medan City. Social support from various sources, including principals, fellow teachers, family, and non-teacher friends,

improves teachers' abilities in dealing with job challenges. The findings show that support from the work environment, especially from principals and fellow teachers, has the highest contribution compared to other sources of support. This indicates that Generation Z teachers rely more on support from their professional environment to maintain resilience in the face of pressure and workload. However, support from non-teacher family and friends also plays a role in helping teachers manage emotional stress. Thus, strengthening social support networks, especially in the work environment, is an important strategy to increase Generation Z teachers' adversity quotient and emotional regulation ability.

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