The Relationship Between Job Resources and Resilience, With Work Engagement in Honorary Teachers

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ABSTRACT
Honorary teachers play a crucial role in the Indonesian education system, yet they still face various challenges, such as low welfare and uncertain employment status. These conditions have the potential to impact honorary teachers' work engagement. This study aims to analyze the relationship between job resources and resilience on work engagement among honorary teachers in Cilacap Regency. The study used a quantitative approach with a correlational design. Data were collected through a questionnaire measuring job resources, resilience, and work engagement, and then analyzed using multiple regression analysis. The results showed that job resources and resilience have a positive and significant relationship with work engagement. The higher the job resource support received by teachers and the stronger their resilience, the higher their level of work engagement. The analysis showed that job resources contributed 57.92% to work engagement, while resilience contributed 22.78%. These findings confirm that work environment factors and personal characteristics play a significant role in improving honorary teachers' work engagement. This research is expected to serve as a basis for developing policies and interventions oriented towards improving the welfare and work quality of honorary teachers in Indonesia.

Keywords : Job Resources, Resilience, Work Engagement, Honorary Teachers

INTRODUCTION
Teachers play a strategic role in the education system as educators and as builders of student character and competence. In carrying out their role, teachers are required to possess pedagogical, personal, professional, and social competencies in accordance with applicable regulations (Prayoga et al., 2024). However, although the responsibilities of civil servant (PNS) teachers and contract teachers are relatively equal, there are significant differences in welfare and job security. Contract teachers often face unfavorable working conditions, such as low income, limited facilities, and limited access to professional development. These conditions have the potential to impact the quality of contract teachers' engagement in their work.

In industrial and organizational psychology, work engagement is understood as a positive psychological state characterized by vigor, dedication, and absorption in work. One theoretical framework widely used to explain work engagement is the Job Demands–Resources Model (JD-R). This model explains that the level of work engagement is influenced by the balance between job demands and an individual's resources, both those originating from the work environment (job resources) and from within the individual

(personal resources) (Schaufeli & Bakker, 2004). In the context of contract teachers, high work demands that are not balanced with adequate resources have the potential to reduce work engagement and increase the risk of burnout.

*Job resources*Job resources encompass various supportive aspects of work, such as social support from coworkers and superiors, opportunities for training, job autonomy, and the availability of facilities that support the learning process. Several studies have shown that job resources play a significant role in improving teachers' psychological well-being and work engagement (Faizal et al., 2022; Ramadhani & Tarigan, 2023). Teachers who receive adequate organizational support tend to be more motivated, feel valued, and demonstrate higher work engagement.

In addition to job resources, resilience, as part of personal resources, is also a crucial factor in increasing work engagement. Resilience refers to an individual's ability to endure, adapt, and bounce back from stress or adversity. Honorary teachers with high levels of resilience tend to be able to manage work stress, maintain motivation, and remain actively engaged in their work despite challenging work conditions (Hadi & Siliyah, 2021). Research by Sudarmaji (2021) also shows that resilience has a positive and significant relationship with work engagement in honorary teachers, underscoring the importance of personal factors in maintaining work engagement.

Although extensive research has been conducted on job resources and resilience, most previous studies have examined these two variables separately in relation to work engagement. Studies that simultaneously integrate job resources and resilience as predictors of work engagement, particularly in the context of contract teachers, are still relatively limited. Furthermore, research on the work engagement of contract teachers in Indonesia generally emphasizes aspects of well-being or employment status, without comprehensively examining the role of job resources and personal resources simultaneously. This situation indicates a research gap regarding the holistic understanding of factors contributing to contract teachers' work engagement.

Based on this description, this study aims to analyze the relationship between job resources and resilience, collectively, and work engagement among contract teachers. This research is expected to provide empirical contributions to the development of industrial and organizational psychology studies in education, as well as serve as a basis for formulating policies and interventions aimed at improving the work engagement and well-being of contract teachers.

LITERATURE REVIEW
Work Engagement
Work engagement is an employee's attitude regarding their loyalty to their organization or company. Work engagement is a concept where employees have a sense of engagement, meaning they feel connected to their work, so that when they work they will be more enthusiastic in carrying out their work. Work engagement has a broad concept, consisting of various constructs and experiences, namely affection, cognition, and behavior (Ufaira et al., 2021).

Job Resources

*Job resources*Job resources are several aspects encompassing the physical, psychological, social, and organizational aspects of a job that serve to reduce various work demands and support the achievement of work and organizational goals (Widyanti, 2023). According to Bakker and Demerouti (in Tafonao, 2021), job resources refer to various aspects of a job that have the potential to provide motivational support for employees, thus resulting in positive impacts such as increased job satisfaction and job engagement.

Resilience

Resilience comes from the English word "resilience," which means springiness, resilience, or joy. The term "resilience" was first formulated by Block (Timur, 2021) as ego-resilience, meaning a general ability involving a high degree of adaptability and flexibility when faced with internal and external pressures.

Framework of Thinking

In the educational context, contract teachers face various work challenges, such as status uncertainty and high workloads, which can potentially impact work engagement levels. Job resources act as work resources that can increase intrinsic and extrinsic motivation, while resilience is a personal capacity that enables individuals to withstand and recover from work pressures. Therefore, this study positions job resources and resilience as independent variables related to work engagement as the dependent variable.
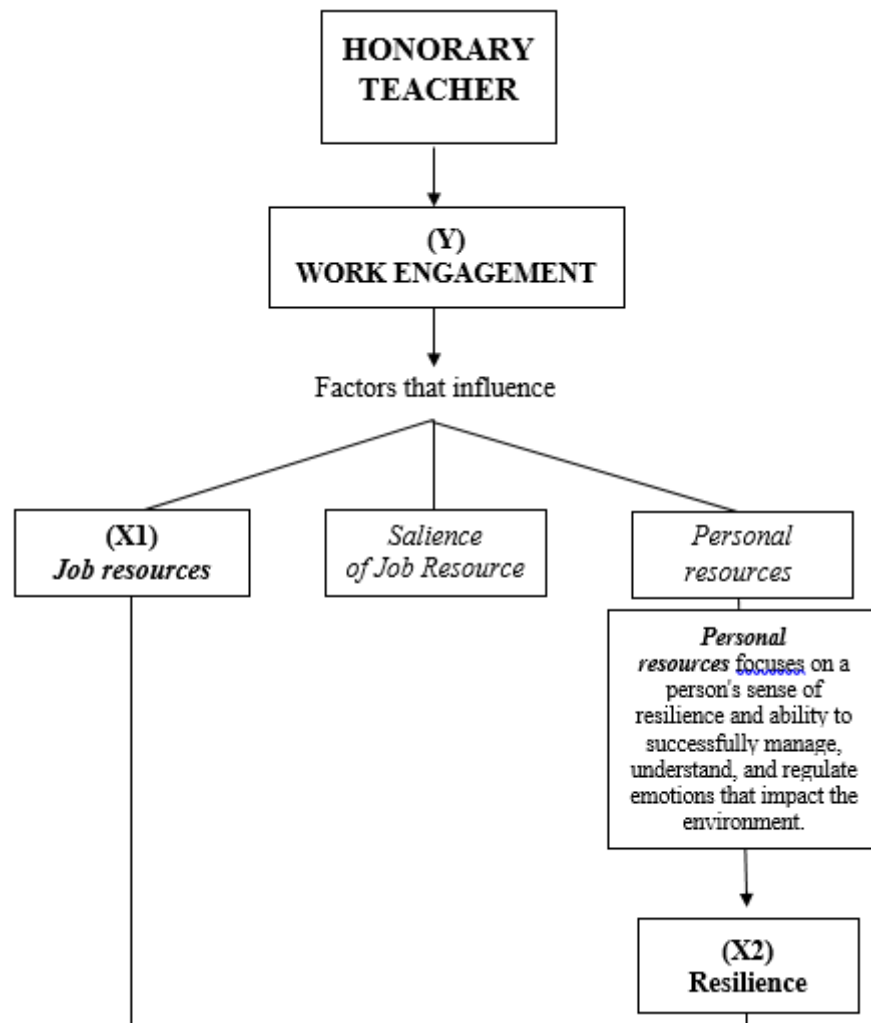
Figure 1. Thinking Framework

METHODS

Research Design

This study employed a quantitative approach with a correlational design. This approach allows for the measurement of relationships between variables using numerical data analyzed statistically. The correlational design was chosen because this study aimed to understand the relationship between variables, namely job resources and resilience (independent variables), and work engagement (dependent variable). This design is appropriate because it does not test cause and effect but rather identifies the strength and direction of the relationship between the variables, as explained by Azwar (2021).

Population and Sample

The study population was all honorary teachers in Cilacap Regency who met the following criteria: having worked for at least one year, teaching at the elementary to secondary levels, aged 19–45, and willing to participate. Based on data from the Si Cap Nona application (September 2022), the population was recorded at 1,683 honorary teachers.

The initial sample size was determined using the Slovin formula with a 10% margin of error, resulting in an estimated minimum of 95 respondents. However, during the online questionnaire data collection process, 103 respondents met the criteria and completed the questionnaire completely. Therefore, all of their data were used in the analysis. The sampling technique used was proportional random sampling based on educational level and work area.

Data Collection Instruments and Methods

Data collection was conducted using a psychological scale questionnaire consisting of three instruments: work engagement, job resources, and resilience. All scales used a 4-point Likert format (1 = strongly disagree/never to 4 = strongly agree/always).

Before being distributed in the main study, the instrument underwent a trial phase with 45 respondents (approximately 50% of the study sample) who shared similar characteristics to the study population. This phase aimed to test the validity and reliability of the items and ensure the clarity of the language and the appropriateness of the instrument's context.

The work engagement scale was adapted from the Utrecht Work Engagement Scale (UWES) developed by Bakker and Leiter (2010) and has been used in the Indonesian context by Noviana Ariska Ritami (2022), which measures the dimensions of vigor, dedication, and absorption (17 items). An example item is "I feel high energy when working." The tryout results showed that all items were valid ($r \geq 0.30$) with a Cronbach's Alpha reliability coefficient of 0.965.

The job resources scale was adapted from Fitri Mariya Amin's (2015) blueprint scale based on the Job Demands–Resources (JD-R) theory, which includes dimensions of social support, autonomy, relationship quality with superiors, and performance feedback (14 items). An example of an item is "I get support from my colleagues when facing difficulties." All items were declared valid and reliable at the tryout stage ($\alpha = 0.929$). The construct validity of this scale was strengthened through Confirmatory Factor Analysis (CFA) with a t-value criterion of > 1.96.

The resilience scale was adapted from a scale developed by Rindy Ani Pratiwi (2023) based on seven aspects of resilience according to Reivich and Shatte (2002). An example item is "I am able to remain calm when facing pressure at work." The tryout results showed that 11 items were failed, so the resilience scale used in the main study consisted of 20 valid items with a Cronbach's Alpha reliability coefficient of 0.921.

Data Analysis Techniques

Data processing was carried out in several stages. First, the data collected through the questionnaire was edited to ensure there were no errors or inconsistencies. After the data was edited, the next step was coding, which involved assigning codes to the questionnaire responses to facilitate data input and analysis. The coded data was then analyzed using SPSS version 25.

The data analysis stages included instrument validity and reliability tests, as well as classical assumption tests, including normality tests using the Kolmogorov–Smirnov test, linearity tests using ANOVA analysis, and multicollinearity tests. The classical assumption tests in

this study were limited to multicollinearity tests, given that the focus of the analysis was on examining the relationships and influences between variables in the regression model.

Hypothesis testing was conducted using multiple linear regression analysis through the t-test to determine the partial effect of each independent variable and the F-test to examine the simultaneous effect of job resources and resilience on work engagement. The coefficient of determination (R^2) was used to determine the extent of the independent variable's contribution in explaining the variance in work engagement.

The linearity test results indicate that the relationship between job resources and work engagement is linear. Meanwhile, the relationship between resilience and work engagement shows a Deviation from Linearity value of 0.029. Although this value is slightly below the conventional limit of significance, the regression analysis was still conducted because it is still within the tolerance limit, and is supported by the fulfillment of the assumption of normality and the absence of symptoms of multicollinearity. Therefore, interpretation of the analysis results is carried out carefully, taking these limitations into account.

RESULTS

Table 1.Subject Frequency

Variables	Frequency	Percentage (%)
Gender		
Man	29	28%
Woman	74	72%
Age		
17-28 Years	46	45%
29-44 Years	49	48%
45-60 Years	8	8%
Length of work		
< 1 Year	11	11%
> 1 Year	92	89%
Total	**103**	**100%**

Based on the table above, it can be seen that the research subjects numbered 103 honorary teachers in Cilacap Regency, predominantly female (72%) and in the productive age range of 17–44 years (93%). In addition, the majority of respondents had worked for more than 1 year (89%), indicating that most honorary teachers have sufficient work experience to develop job resources, resilience, and relatively stable work engagement in the context of teaching duties.

Table 2. Hypothetical and Empirical Data

V	Number of Items	Hypothetical Score		Empirical Score	
		Mean	*Elementary School*	*Mean*	*Elementary School*
Y	17	42.5	8.5	55.29	8.03

X_1	14	35	7	43.90	6.20
X_2	20	50	10	62.25	6.29

The table above shows that all empirical average scores are above the hypothetical average scores for all three variables. Work engagement (Y) is in the high category with an empirical mean of 55.29, greater than the hypothetical mean of 42.5. Job resources (X1) are in the medium–high category (empirical mean 43.90 > 35 hypothetical), while resilience (X2) is in the high category (empirical mean 62.25 > 50 hypothetical). These findings illustrate that honorary teachers have a fairly good level of work engagement, availability of work resources, and psychological resilience in carrying out their duties.

Table 3. Categorization of Work Engagement, Job Resources, and Resilience

Variables	Category	Score Range	Amount	Presentation
Work Engagement	Low	$X < 47$	8	8%
	Currently	$47 \leq X < 63$	82	80%
	Tall	$X > 63$	13	13%
Job Resources	Low	$X < 38$	10	10%
	Currently	$38 \leq X < 50$	82	80%
	Tall	$X > 50$	11	11%
Resilience	Low	$X < 56$	6	6%
	Currently	$56 \leq X < 69$	83	81%
	Tall	$X > 69$	14	14%
Total			103	100%

The table above shows that the majority of respondents fell into the moderate category for all three variables: work engagement (80%), job resources (80%), and resilience (81%). High scores also appeared for all three variables (13%, 11%, and 14%), while only a small proportion of respondents (8%, 10%, and 6%) fell into the low category. This indicates that, in general, honorary teachers' performance in terms of work engagement, job support, and resilience is relatively good, with no worryingly low scores, but still leaving room for further development.

Table 4. Normality Test.

Variables	Index Normality	Sig (p)	Information
Residual Data	0.62	0.200	Normally Distributed Data

Based on the results of the normality test above, the significance value obtained in the Kolmogorov-Smirnov test table is 0.200. This indicates that the residual data is normally distributed, because the significance value is greater than 0.05 (0.200 > 0.05).

Table 5. Linearity Test.

Variables	Liarity		Deviation from Linearity		Information
	F	Sig (p)	F	Sig (p)	
WE*JR	195,911	.000	.968	.515	Linear
WE*Resilience	173,018	.000	1,801	0.029	Linear

Based on the results of the linearity test above, the significance value in the Linearity table between the Work Engagement and Job Resources variables is 0.000 < 0.05. Meanwhile, in the Linearity table between Work Engagement and Resilience, a significance value of 0.000 < 0.05 is also obtained. This indicates that there is a linear relationship between Work Engagement and Job Resources, as well as between Work Engagement and Resilience. In the Deviation from Linearity table, the relationship between Work Engagement and Job Resources has a significance value of 0.515 > 0.05 (sig value > 0.05), which means there is no deviation from linearity. However, the relationship between Work Engagement and Resilience has a significance value of Deviation from Linearity of 0.029 > 0.05 so that it still meets the linearity requirements and indicates that the relationship model between the two does not experience significant deviations.

Table 6. Multicollinearity Test.

Variables	Tolerance	VIF	Information
JR	.245	4,084	There is no multicollinearity
Resilience	.245	4,084	There is no multicollinearity

Based on the results of the multicollinearity test above, both variables (Job Resources and Resilience) obtained the same Tolerance and VIF values. For the VIF value, both variables showed a value of 4.084 which is smaller than 10.00 (4.084 < 10.00), which means there is no indication of multicollinearity. Meanwhile, the Tolerance value obtained was also 0.245 and above 0.10 (0.245 > 0.10), so it can be concluded that there is no multicollinearity in the model and there is no excessive correlation between the independent variables.

Table 7. Multiple Regression Analysis

Variables	β (Standardized)	t	Sig	R	R2	F	Sig(Model)	Information
Job Resources(X	0.592	5,156	0,000	0.823	0.677	104,985	0,000	Significant

	1)			
Resilience (X2)	0.255	2,221	0.029	

Based on the results of the multiple regression analysis in the table above, the R value = 0.823 and R² = 0.677 were obtained, which indicates that 67.7% of the variation in work engagement can be explained simultaneously by job resources and resilience, while the remaining 32.3% is influenced by other factors outside the research model. The results of the simultaneous test show an F value = 104.985 with a significance level of $p = 0.000$ ($p < 0.05$), so the regression model is declared significant. Partially, job resources have a significant effect and are the dominant predictor of work engagement with a value of $\beta = 0.592$ ($p < 0.05$), while resilience also has a significant effect with a value of $\beta = 0.255$ ($p < 0.05$), which indicates that the higher the job resources and individual resilience, the higher the level of work engagement in honorary teachers.

Table 8. Presentation of Effective Contribution

Variable Components	Sub. Effective Component
Job Resources(X1)	57.92%
Resilience (X2)	22.78%
Total	80.70%

The effective contribution of each variable is calculated using the formula:
$$SE = \beta \times r \times 100\%$$

Based on the results of the effective contribution calculation above, it can be seen that the Job Resources variable contributes 57.92% to work engagement, while the Resilience variable contributes 22.78%, so that the total contribution of the two variables reaches 80.70%. This indicates that an increase in job resources and individual resilience tends to be followed by an increase in the level of work engagement in honorary teachers. The difference in variance exceeding 80.70% indicates an overlapping contribution between the predictor variables, and indicates that some of the influence comes from other variables not examined in this study, such as social support, actual workload, organizational conditions, and personal characteristics.

DISCUSSION

The results of multiple regression analysis indicate that job resources and resilience are simultaneously positively and significantly related to work engagement among honorary teachers in Cilacap Regency. This finding provides empirical support for the Job Demands–Resources (JD-R) model, which states that work engagement is formed through two main mechanisms: motivational mechanisms (through job resources) and psychological protection mechanisms (through personal resources such as resilience). The significance value below the 0.05 level indicates that honorary teachers' work engagement does not arise by chance but is

systematically influenced by the availability of job resources and personal capacity to cope with work pressure.

The dominant contribution of job resources to work engagement among contract teachers is further reinforced by the findings of Amanda and Salim (2024), who stated that organizational support and empowering leadership play a crucial role in increasing contract teachers' work engagement. Teachers who feel valued, involved in decision-making, and receive support from their leaders and colleagues tend to demonstrate higher levels of dedication and work enthusiasm. These findings suggest that in the context of contract teachers, job resources not only serve as a buffer against work demands but also as a key driver of motivational processes, as described in the Job Demands–Resources (JD-R) model.

More in-depth, the results of this study show that job resources provide the largest effective contribution to work engagement (57.92%), significantly higher than the contribution of resilience (22.78%). This dominance of job resources can be explained through the JD-R framework, particularly in work conditions with high structural job demands, such as those experienced by contract teachers. Contract teachers face uncertain employment status, low honoraria, high administrative burdens, and limited access to training. In these conditions, job resources serve as a primary trigger for work motivation, as they can directly reduce stress and increase the meaning of work.

These findings align with research by Astisya (2019) and Aprilianingsih and Frianto (2022), which found that superior support, role clarity, autonomy, and professional development opportunities are strong predictors of teacher work engagement. Research by Nurjanah et al. (2024) also showed that job resources play a significant role in boosting teacher enthusiasm and dedication when work demands are high. Therefore, these research findings reinforce the argument that, among contract teachers, work engagement is more contextual and strongly influenced by the quality of the work environment, rather than solely by personal strengths.

The significant contribution of job resources can also be understood from the empirical findings in Cilacap Regency, where many contract teachers reported limited teaching facilities, minimal attention from school leaders, and limited professional training. In this situation, every form of organizational support—whether in the form of social support, positive feedback, or learning opportunities—has significant psychological value and directly impacts increased vigor, dedication, and absorption. This suggests that job resources act as the "primary driving force" in the motivational process of contract teachers, as described in the JD-R.

Meanwhile, resilience was also shown to have a positive and significant relationship with work engagement, although its contribution was smaller than that of job resources. This finding is consistent with research by Siliyah and Hadi (2021), which found that resilience contributed 18.9% to teacher work engagement, and research by Sudarmaji (2021), which showed that honorary teachers with high resilience were able to maintain work engagement despite facing pressure. These results confirm resilience's role as a personal resource that functions to maintain individual psychological stability and maintain work engagement.

However, the lower contribution of resilience in this study suggests that personal resilience has limitations when not balanced by structural support. This is an important finding because it differs from several previous studies that position resilience as a dominant predictor of

work engagement, such as the study by Asfy and Primanita (2024), which found a very high contribution from career optimism. This difference is likely influenced by the characteristics of the subjects and the work context. For contract teachers, economic pressure and status uncertainty are chronic, so resilience functions more as a coping mechanism, rather than as a primary driver of long-term work engagement.

The categorization results, which showed the majority of respondents in the moderate category across all three variables, support this interpretation. Honorary teachers in Cilacap appear to be in a relatively stable, but less than optimal, psychological state. This reflects a situation where teachers are still capable of carrying out their professional duties, but their work engagement is highly dependent on a supportive work environment. This finding aligns with Nugraheni (2021), who found that job insecurity significantly impacts the work motivation of honorary teachers in Cilacap.

Furthermore, higher empirical scores compared to hypothetical scores for all variables indicate that honorary teachers possess sufficient psychological capital and work resources, although not yet ideal. This indicates that improving work engagement is still very possible if job resources are systematically strengthened. From the JD-R perspective, increasing job resources not only directly increases work engagement but also has the potential to strengthen resilience as a personal resource.

Overall, the results of this study confirm that the work engagement of contract teachers is more influenced by structural factors than by individual factors alone. Job resources serve as the primary foundation that enables resilience to function effectively. Without adequate organizational support, resilience risks remaining only a short-term coping strategy. Therefore, improving the work engagement of contract teachers needs to be directed at strengthening job resources, such as leadership support, role clarity, professional development opportunities, and a supportive work climate, so that contract teachers can remain engaged, productive, and contribute optimally to the educational process.

CONCLUSION

Based on the results of data analysis and hypothesis testing, it can be concluded that there is a positive and significant relationship between job resources and resilience with work engagement among honorary teachers in Cilacap Regency. The higher the job resources received by teachers, and the stronger their resilience, the higher the level of work engagement they feel. The results of multiple regression tests indicate that both independent variables, namely job resources and resilience, simultaneously contribute significantly to work engagement. These results indicate that work environment support and personal factors such as resilience play an important role in encouraging the work engagement of honorary teachers. Overall, the majority of honorary teachers are in the medium to high category in terms of work engagement, job resources, and resilience, which means that although their condition is quite good, there is still room to improve these three aspects.

Based on the findings of this study, it is recommended that further research enrich the theoretical framework by adding other variables, such as job demands, organizational support, or psychological well-being, to deepen our understanding of the dynamics of work engagement among contract teachers. Furthermore, future research should employ a mixed

methods approach, incorporating qualitative data, to gain a deeper understanding of teachers' subjective experiences related to job resources, resilience, and work engagement. Practically, the results of this study can serve as a reference for schools and education offices in designing policies that support increased work engagement, such as providing adequate support through supervision, training, and rewards. Developing the psychological capacity of contract teachers through stress management training and establishing support communities can also strengthen their resilience. More broadly, policies that pay more attention to the well-being and employment status of contract teachers are expected to strengthen the relationship between job resources and resilience and work engagement, ultimately improving the quality of education in Indonesia.

LIMITATIONS

This study has several limitations that should be considered. First, it focused only on contract teachers in Cilacap Regency, which may not fully represent the situation of contract teachers in other regions in Indonesia. Therefore, the results may not be generalizable to the entire contract teacher population in Indonesia. Second, this study used a quantitative approach with data collected through questionnaires, which rely on individual perceptions of the variables studied. This could lead to potential subjective bias in respondents' responses to the questionnaire, despite efforts to ensure the validity and reliability of the research instrument. Third, although this study measured the relationship between job resources, resilience, and work engagement, it did not examine external factors that could influence work engagement, such as broader socioeconomic conditions or government policies. Therefore, further research using a mixed methods approach or incorporating additional variables could provide a more comprehensive picture of the factors influencing work engagement among contract teachers.research limitations.

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