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THE EFFECT OF ADVERSITY QUOTIENT AND LEARNING MOTIVATION ON SELF-REGULATED LEARNING OF GRADE XI STUDENTS IN ECONOMICS SUBJECTS AT SMAN 67 JAKARTA

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Abstract

The study aims to determine the extent of the adversity quotient and the learning motivation for students' learning, affecting their ability to self-regulate their learning in the eleventh-grade SMAN 67 Jakarta economics program. The methodology of this study is based on quantitative research. The sampling technique uses simple random sampling by selecting class XI MIPA and class XI IPS at SMAN 67 Jakarta as representative samples, with 167 students out of 287 students. The data collection technique is a questionnaire in the form of a closed list of statements via a Google form link, and data analysis used path analysis with IBM Statistics 25. This study's results indicate a positive and significant influence effect between the adversity quotient and Self-Regulated Learning as evidenced by the t-count ≥ t-table (4.193 > 1.994). Second, there is a positive and significant effect between learning motivation on self-regulated learning as evidenced by the t-count ≥ t-table (14.013 > 1.994), and third, there is a positive and significant effect between adversity quotient on learning motivation as evidenced by the t-count ≥ - t-table (20.988> 1,994). Therefore, based on the analysis above, it can be concluded that there is a positive and significant influence between Adversity Quotient and Learning Motivation on Self-Regulated Learning.
One's learning: there is a positive and significant influence

Keywords: *Self Regulate Learning, Adversity Quotient, and Learning Motivation*

INTRODUCTION

The Ministry of Education and Culture has reinforced the nation's succeeding characteristics through the character education movement (PPK), with its five principal values of priority character, religion, nationalism, cooperation, integrity, and independence. One of the superior characteristics that national education hopes for is a self-sufficient character (Kemendikbud, 2017). Self-regulation is the capability to overcome obstacles or problems, take the initiative, have confidence in yourself, activate, and do things without the help of others, the spirit, and a disciplined attitude in the learning process. In other words, the value of this independent character is an attitude and behavior to be independent of others and maximize attitudes and behaviors to be independent of others and maximize all the energy, mind, and time to realize ideals.

However, the level of self-regulated learning in Indonesia has yet to be optimal. In fact, in the present, there is also the development of micro, small, and trim. As for the reform effort, a change that can answer all the challenges of the global era is urgently needed as a provision for 4 to be self-reliant and ready to face the course of time. To meet this challenge, students need self-sufficiency to learn to achieve such tolerance as seedlings of the nation's future hopes. Since self-regulated learning is not an

inherent birth, self-regulated learning must be grown and developed by itself and helped by the role of the educator. This presents a new challenge for the education world to achieve the success of its independent people.

Self-regulation is simply an activity not dependent on others (Suhendri, 2015). If associated with student learning, the student has the initiative to learn independently and can take responsibility for his work. The student with good learning will be able to initiate himself seriously in learning so that he will be able to perform the task that is done to get the best results. Self-regulation is a requirement that one must have to survive well and is a basic skill that students need to have (Ningsih & Nurrahmah, 2016). The point of the above statement is that students with good self-regulation will be able to live independently and become utterly human in the sense of not being dependent on others. The level of self-regulated learning can be defined according to their initiative and feelings of responsibility (Fahradina, Ansari, & Saiman, 2014). Therefore, it can be determined that the more students engage in activities independently, the greater their motivation (Murti, Nasir, & Negara, 2019).

Researchers conducted the first survey on SMAN 67 Jakarta on learning independence with 50 respondents, and the results showed the following. The first survey showed that as many as 60% of the students voted silently and did not ask if they had not understood the material because of shame. This offers students a need for more initiative to ask to understand the material explained by the teacher. Then, the second statement shows that 72% of students need help accomplishing a problematic task independently. This suggests a need for more confidence in the students in completing the difficult task themselves. From the results of the two diagrams above, there is a lack of student learning independence seen from the student's lack of initiative and confidence. The student with high self-regulation takes the initiative to ask for an understanding of the material and has the confidence to perform complex tasks independently without help from others.

The adversity quotient also affects students' learning independence in obtaining the desired result of high achievement. Stoltz suggests that everyone likes success, and it is no exception for students to want to succeed and learn. Still, it is the underlying reason that the student is actually a factor in the student's resistance to success. Adversity quotient is a person's ability to struggle with and overcome problems, obstacles, and difficulties and will transform them into opportunities for success and success (Stoltz, 2005). Thus students with high-quotient materials will direct any potential for best results and always be motivated to perform. They will do their best, including seeking information and tapping into opportunities that are available in their lives. In conclusion, the individual would seek to act actively, not just passively waiting for a chance. So, if a student has this execution quotient, he will be more inclined to direct himself toward the best results by optimizing the opportunity to act, including self-study.

In addition, self-regulation relates to other motivations as well. If the student has good motivation, then the student is expected to be able to perform learning activities based on their initiative and ability 8. The motivation to learn this is one of the essential provisions for growing and developing

student learning self-reliance. According to (Cheng, 2011), motivation is one of the keys to the self-regulated learning process; if students want to organize themselves in a self-destruct process, they must be able to learn independently. Meanwhile, Keller (Sutrisno & Siswanto, 2016) reveals that motivation generally refers to a person's wants, what he chooses to do, and what he decides to commit. What it means in learning is that motivated students commit to carrying out the learning activity for the learner they want. The underlying motivation is intrinsic and extrinsic (Lomu & Widodo, 2018). Intrinsic motivation arises from within the student and usually does not need to be pushed by others. Unlike external motivation, it usually has to be moved from the outside and will be created if it has a good environment. Furthermore, according to (booklets, 1995) in (Mustofa, Nabiila, & Suharsono, 2019), introducing students to learning motivation is essential to learning self-reliance.

LITERATURE REVIEW

Self-regulated learning is a potential for students to do a responsible learning activity and are encouraged by self-motivation to achieve optimum results. According to Zimmerman (Putarek & Pavlin-Bernardić, 2019), self-regulated learning refers to self-generated thoughts, feelings, and actions, which are systematically planned to adjust as needed to affect learning and motivate a person. According to Pintrich (2000) in (Oates, 2019), self-regulated learning study is an active, constructive process. Through this process, students can set the purposes of learning and then try to monitor, organize, and control consciousness, motivation, and behavior, guided by goals and contextual or direct links to the environment. Self-regulated learning Schunk and Zimmerman offer the theory of self-study (Chaudhary, 2018) as a process by which learners personally enable and maintain cognition, influence, and behavior systematically oriented toward achieving learning purposes. According to (Mujiman, 2007), students with learning self-regulated learning tend to be more active than learners with less learning self-regulated learning. This is because students with high levels of self-regulated learning actively seek new experiences through learning activities with or without professional teacher help. Based on the theory and opinion of the above expert, it can be concluded that learning independence is a learning activity more driven by the learner's own volition and initiative without being dependent on others to achieve the goal of learning.

Adversity Quotient

Advance is inspired by the English word passage, meaning advance of unhappy conditions, misfortunes, difficulties, and misfortunes, whereas quotient, according to the English dictionary, refers to individual characteristics or specifications or can also be interpreted as one's ability to measure one's ability (Echols & Shadily, 2000). Paul G. Stolz conceived the suspected quotient to bridge intellectual intelligence (IQ) with emotional intelligence (eq). He believes a person with an IQ and a good EQ but lacking intelligence in fighting power that best solves the challenge is useless. Another understanding

of the incentives quotient is an individual's chance to survive by doing the things he has to make up for the difficulties he faces (Stoltz, 2005). Adversity quotient is also defined as the ability to act according to its direction and can change the pattern of thinking that can prevent the individual from facing difficulties (Nashori, 2007).

According to (Wardiana, Wiarta, & Zulaikha, 2014), the adversity quotient is one of the intelligence a person has over difficulties. It is an attitude that shows a person's ability to overcome difficulties and obstacles when they fail. According to (Empati, Angkat, & Indriana, 2018), a high adversity quotient can form a spirit of learning that one is stable and controlled. When learners can endure difficult conditions in learning and keep striving well, they will have maximum results with perseverance and perseverance. Despite the hardship of the hand, every challenge is an opportunity; every opportunity is welcome. Change is part of a journey that must be received well. In the face of a specific challenge, many individuals still need to face it, and most people stop trying before testing their strengths and limitations. The inability of a person to cope with various difficulties is called the adversity quotient (Stoltz, 2005). Based on the above understanding, it can be concluded that the adversity quotient is an ability of thought, an individual's intelligence to withstand a hindrance and turn it into an opportunity to achieve success.

Learning Motivation

Learning motivation is essential for each student in the learning activity because it is a form of the driving force and the driving force of a person doing the learning activity. With learning motivation, students can take a keen interest in a study. According to (Sardiman, 2018), "motivation comes from a motive word meaning the impelling force in the subject to specific activities to achieve a goal. Meanwhile, according to Keller and Litchfield (2002) in (Aisyiyah, 2013), "Motivation refers to having a person reach goals or engage in activities embodied in efforts (diligence and strength) to achieve those goals." According to MC Donald in (Jihad & Suyanto, 2013), motivation is a change of energy in a person characterized by feelings and preceded by a response to purpose. At the heart of the learning motivation is the internal and external thrust in students learning to change behavior. The motivation for learning is a learning, mentoring, and perseverance process. Motivated behavior is energetic, driven, and long-lasting (Suprijono, 2013).

Dalyono's theory affirms that motivation is an important factor in learning success because it is the mental force that drives learning. Students need motivation to be energetic; the established learning objective cannot be attained without motivation. Briefly, the motivation for learning is the internal and external thrust in the student learning to change behavior, generally with a few indicators or supporting elements. This is in harmony with the view (Uno, 2021) that learning motivation is both internal and external, both intrinsic motivations (extrinsic motivations) and its role as driving and guiding learning activities to accomplish the purposes of the study. According to (Rohmalina, 2016), when discussing types of motivation, the motivation that comes from within a person is called intrinsic motivation, and

the motivation that comes from outside one's self is called extrinsic motivation. (Hamalik, 2015) concluded that with the understanding and analysis of motivation, motivation has two intrinsic and extrinsic characteristics. Intrinsic motivation, often called "pure motivation," is the motivation involved in the learning environment that stems from the student's needs and purposes. This motivation is generated without outside influence. While extrinsic motivation is motivation brought about by external factors. This motivation is needed in the school because not all of the learning in the school fits Shiva's needs. The motivation students are hoping for is intrinsic motivation, but these motivations can not always arise. Extrinsic motivation is also an important factor for students since the bestowal of extrinsic motivation is a factor that affects personal study or success. Based on the previous points, it may be concluded that motivation is an energy that can rouse or direct the individual's conduct in doing something marked by both a mood and a reaction to achieving goals.

METHOD

A quantitative approach is research that uses data from numbers or statements that can be analyzed using statistical analysis. The survey is a research method to find data directly using questionnaires. This study uses a quantitative research,the sampling technique uses simple random sampling, a random sampling technique by selecting class XI MIPA and class XI IPS at one school as a representative sample with a sample of 167 students from 287 students. The data collection technique is a questionnaire in the form of a closed list of statements via a Google form link—data analysis using Validity Test, Reliability Test, Normality Test, Linearity Test, and Path Analysis with IBM Statistics 25. The hypothesis in this study was performed from previous studies and relevant literature, which are presented as follows.

H_1: There is an influence between adversity quotient on self-regulated learning

H_2: There is an influence between learning motivation on self-regulated learning

H_3: There is an influence between adversity quotient on learning motivation

RESULT AND DISCUSSION

The Effect Of Adversity Quotient On Self-Regulated Learning

Colation data using a questionnaire that has passed the validity and reliability test. The instrument feasibility test resulted in the adversity quotient questionnaire that met the validity test requirements of 11 questions with reliability of 0.874. and then, the self-regulated learning questionnaire that met the validity test requirements of 11 questions with reliability of 0.874. Analysis data shows the impact of adversity quotient and the motivation for learning self-regulated learning. The test for normality was conducted using the One Sample-Kolmogorov-Smirvon Test and the Asymp value. The Sig. (2-tailed) value is is 0.172. It follows the criteria if the value of sig (0.172) > 0.05; then the research data is usually distributed. Linear testing at linearity for significant value is 0,000 and matches linear testing criteria

when sig (0.00) < 0.05. So, this study has a linear relationship between adversity quotient and self-regulated learning. The result of the normality and linearity test was provided in the table.1 and tabel.2 below:

Tabel 1. Normality Test Adversity Quotient and Learning Motivation on Self-Regulated Learning

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		166
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	.08991478
Most Extreme Differences	Absolute	.086
	Positive	.070
	Negative	-.086
Kolmogorov-Smirnov Z		1.108
Asymp. Sig. (2-tailed)		.172

Tabel 2. Linear Test Adversity Quotient On Self-Regulated Learning

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y * X1	Between Groups	(Combined)	8589.733	30	286.324	19.886	.000
		Linearity	7663.263	1	7663.263	532.236	.000

Tabel 3 the results of the research on path analysis obtained path coefficient calculations and structural equations Y = 0,221 x1 plus 0,740 x2 + pye2. This equation explains the path coefficient value (Beta) X1 to Y of 0.221, meaning that for every unit increase in the adversity quotient, the self-regulated learning variable increases by 0.221 with the assumption that other exogenous variables from the regression model are significant. In the calculation of the path coefficient test individually or the T-test between the adversity quotient (X_1) and self-regulated learning (Y) of pyx1 of 0.221 to cause pyx1 (adversity quotient to have a significant impact on self-regulated learning). The sig value is 0,000, so if sig<0.05, then Ha is accepted, and Ho is rejected and can be interpreted as the course value analysis is significant. Next, t-count 4,193 and t-table known with (df = n-k-1 = 167-2-1 = 164) with a 5% or 0.05 probability value from table t of 1.994 therefore t-count table-table and Ha is accepted and Ho is rejected. They concluded that the adversity quotient positively and significantly impacts learning independence.

Tabel 3. Regression coefficient Adversity Quotient on Self-Regulated Learning

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.043	1.248		1.637	.104
	Adversity Quotient	.210	.050	.221	4.193	.000
	Learning Motivation	.628	.045	.740	14.013	.000

a. Dependent Variable: Self-Regulated Learning

Furthermore, at table 4 in correlation coefficients, correlation values are derived from relationships. Between the adversity quotient on self-regulated learning of 0.852 and 0.81-1.00 interval, the level of intercourse between adversity quotient on self-regulated learning is very strong. According to a report on the depreciation of the value of 0.876, the motivation for learning independence is 87.6%, where the variable can influence or contribute enough to this model, and the other 12.4 percent is affected by other unanalyzed variables. The conclusion is that the adversity quotient has a positive and significant impact on learning self-regulated learning; thus, H1 is accepted. The result was provided in the tabel.5 and table.6 below:

Table 4. Correlation Coefficients

Correlations				
		Adversity Quotient	Learning Motivation	Self-Regulated Learning
Adversity Quotient	Pearson Correlation	1	.853**	.852**
	Sig. (2-tailed)		.000	.000
	N	167	167	167

Table 5. Coefficient determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.936[a]	.876	.874	2.829
a. Predictors: (Constant), Learning Motivation, Adversity Quotient				
b. Dependen Variabel: Self-Regulated Learning				

Table 6. Hypothesis Result

Hypothesis	Path	Path Coefficie	*t* Value	Result
H1	Adversity Quotient on Self-Regulated Learning	0.221	4.191	Supported
H2	Learning Motivation On Self-Regulated Learning	0.740	14.013	Supported
H3	Adversity Quotient On Learning Motivation	0.853	20.998	Supported

The Effect Of Learning Motivation On Self-Regulated Learning

Colation data using a questionnaire that has passed the validity and reliability test. The instrument feasibility test resulted in the learning motivation questionnaire that met the validity test requirements of 13 questions with reliability of 0.896. and then, the self-regulated learning questionnaire that met the validity test requirements of 11 questions with reliability of 0.874. Linear testing at linearity for significant value is 0,000 and matches linear testing criteria when sig (0.00) < 0.05. So, this study has a linear relationship between learning motivation and self-regulated learning. Next, path analysis is found by calculating the coefficient of the path and a seamy equation at 0.221 x1 + 0.740 x2 + pye2. This equation explains the value of the coefficient (Beta) X2 of Y is 0.740, and for every unit increase in learning motivation, the self-regulated learning variable increases by 0.740 with the assumption that

other exogenous variables from the regression model are significant. The result of the linearity test was provided in the table.7 below:

Tabel 7. Linear Test Learning Motivation on Self-Regulated Learning

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Y * X2	Between Groups	(Combined)	9449.493	31	304.822	37.465	.000
		Linearity	9094.437	1	9094.437	1117.762	.000

Table 8 in the calculations of the path coefficient test individually or the T-test between the Learning Motivation (X_2) and Self Regulated Learning (Y) at the coefficients table with pyx2 value is 0.740, causing pyx2 > 0 (the motivation for learning is significantly affected in Self Regulated Learning). The sig value is 0,000, so sig>0.05, then Ha is accepted, and Ho is rejected and can be interpreted as the path analysis value is significant. Next, t-count 14,013 and t-table is known with (df = n-k-1 = 167-2-1 = 164) with a 5% or 0.05 probability value from table t of 1.994 therefore, t-count table-table and Ha is accepted and Ho is rejected. It concluded that learning motivation positively and significantly impacts self-regulated learning.

Tabel 8. Regression coefficient Learning Motivation on Self-Regulated Learning

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.043	1.248		1.637	.104
	Adversity Quotient	.210	.050	.221	4.193	.000
	Learning Motivation	.628	.045	.740	14.013	.000
a. Dependent Variable: Self-Regulated Learning						

The coefficient correlation test shows that the value of the correlation derived from the relationship between the motivation to learn self-regulated learning is 0.929. 0.81-1.00 interval value, so the level of relationship between the motivation to learn self-regulated learning is very strong. Conclusion: the motivation for learning affects both positive and significant self-regulated learning; thus, H2 is accepted. The result was provided in the tabel.9 and table.10 below:

Table 9. Correlation Coefficients

Correlations				
		Adversity Quotient	Learning Motivation	Self-Regulated Learning
Learning Motivation	Pearson Correlation	.853**	1	.929**
	Sig. (2-tailed)	.000		.000
	N	167	167	167

Table 10. Hypothesis Result

Hypothesis	Path	Path Coefficie	*t* Value	Result
H1	Adversity Quotient on Self-Regulated Learning	0.221	4.191	Supported
H2	Learning Motivation On Self-Regulated Learning	0.740	14.013	Supported
H3	Adversity Quotient On Learning Motivation	0.853	20.998	Supported

The Effect Of Adversity Quotient On Learning Motivation

Linear testing at linearity for significant value is 0,000 and matches linear testing criteria when sig (0.00) < 0.05. So, this study has a linear relationship between adversity quotient and learning motivation. In turn, path analysis is obtained from the coefficient path (beta) for X_1 against X_2 is 0.853, meaning that for every one unit increase in the adversity quotient, the Learning Motivation variable increases by 0.853 with the assumption that other exogenous variables from the regression model are significant. The result of the linearity test was provided in the table.11 below:

Tabel 11. Linear Test Adversity Quotient On Learning Motivation

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
X1 * X2	Between Groups	(Combined)	12018.701	30	400.623	20.637	.000
		Linearity	10666.932	1	10666.932	549.478	.000

Table 12 in the calculations of the path coefficient test individually or the T-test, the adversity quotient (X_1) for learning motivation (X_2) at the coefficients table is 0.853, thus causing 0.853 > 0 (adversity quotient significantly affects the motivation of learning). The sig value is 0,000, so sig>0.05, then Ha is accepted, and Ho is rejected and can be interpreted as the path analysis value is significant. Next, t-count 20,998 and t-table known by (df = n-k-1 = 167-2-1 = 164) with a 5% or 0.05 probability value from T tabel of 1.994 therefore T count T table and Ha is accepted and Ho is rejected. It concluded that adversity quotient positively and significantly impacts learning motivation.

Table 12. Regression coefficient Adversity Quotient on Learning Motivation

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	10.800	2.000		5.400	.000
	Adversity Quotient	.956	.046	.853	20.998	.000

a. Dependent Variable: Learning Motivation

They concluded that the adversity quotient positively and significantly impacts learning motivation. The coefficient correlation test that the correlation obtained from adversity quotient relationships with learning motivation is 0.853. 0.81-1.00 interval points that the level of contact between adversity quotient on learning motivation is powerful. This study concludes that the adversity quotient positively and significantly impacts learning motivation; thus, H3 is accepted. The result was provided in the tabel.13 and table.14 below:

Table 13. Correlation Coefficients

Correlations				
		Adversity Quotient	Learning Motivation	Self-Regulated Learning
Adversity Quotient	Pearson Correlation	1	.853**	.852**
	Sig. (2-tailed)		.000	.000
	N	167	167	167

Table 14. Hypothesis Result

Hypothesis	Path	Path Coefficie	*t* Value	Result
H1	Adversity Quotient on Self-Regulated Learning	0.221	4.191	Supported
H2	Learning Motivation On Self-Regulated Learning	0.740	14.013	Supported
H3	Adversity Quotient On Learning Motivation	0.853	20.998	Supported

CONCLUSION

Based on the description in the discussion, the last step of the research entitled The Effect of Adversity Quotient and Learning Motivation on Self-Regulated Learning. So, the researchers conclude, namely. First, the results of this study indicate a positive and significant relationship between the adversity quotient and self-regulated learning, as evidenced by the t-count ≥ t-table (4.193 > 1.994). Second, there is a positive and significant effect between learning motivation on self-regulated learning as evidenced by the t-count ≥ t-table (14.013 > 1.994), and third, there is a positive and significant effect between adversity quotient on learning motivation as evidenced by the t-count ≥-t-table (20.988> 1,994). Therefore, based on the analysis above, it can be concluded that there is a positive and significant influence between Adversity Quotient and Learning Motivation on Self-Regulated Learning.

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