

# Self-Esteem and Adversity Quotient to increase Learning Independence

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## Self-Esteem and Adversity Quotient to increase Learning Independence

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**ABSTRACT**

This study aims to determine whether there is a relationship between Self-Esteem and Adversity Quotient with learning independence. In the research for class VIII students whose population is 284 students, the number of samples taken was 126 students. From the results of the study, there was a relationship between Self-Esteem and Adversity Quotient with learning independence in Madrasah Tsanawiyah Negri 3 Surabaya students "accepted", data analysis used multiple linear regression analysis using SPSS version 20.00. The results of calculating the value of  $F = 3.226$  with  $\text{sig}/p = 0.043$  ( $p < 0.05$ ) mean that there is a very significant relationship simultaneously between Self-Esteem and Adversity Quotient with learning independence

**Keywords:** Self-Esteem Adversity Quotient, learning independence

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### INTRODUCTION

Considering that the learning process carried out in schools has limited time, independent learning is seen as something that absolutely must be done by students. Yamin (2008) states that "Independent learning is an active and participatory way of learning to develop each people self that is not bound by the presence of students, face-to-face class meetings, the presence of school friends". wordy independence to become a positive habit for students, a learning process system is needed that can accommodate this, one of which is by directing students to learn based on their initiative. According to Moore inRussman (2012)"Learning independence of students is the extent to which in the learning process students can participate in determining objectives, materials and learning experiences, as well as evaluation of learning". This learning independence can affect student learning outcomes because with, independence in learning, students ownership of their learning process and give it their all to succeed in order to achieve

satisfying and proud learning results. members at the school, including subject instructors, homeroom teachers, and guidance and counseling teachers, must work to increase and train each student's independence in learning. is essential that teachers provide assistance to pupils regarding their learning habits and attitudes.

One of the key aspects of learning is developing independence. According to Fatimah (2016), it's important for students to develop their independence so they can be in charge of controlling and correcting themselves. Additionally, because this is a quality of the maturity of educated individuals, pupils need to embrace these attitudes as they improve their learning abilities and self-will. Therefore, it is possible to define learning independence as the capacity of an individual to undertake learning activities with complete assurance and responsibility. reaction to an action. Students must take responsibility for these attitudes while still in school because they are a sign of an educated person's maturity. Independence is desired.

A person's implicit or overt attitude toward themselves might serve as an expression of their self-esteem, according to Coopersmith (1967). Coopersmith (1967) found that those who have high self-esteem are happier and more adept at fulfilling environmental demands. Low self-esteem, on the other side, is defined by a negative opinion of oneself, feeling unlovable and useless, and letting sentiments of one's shortcomings take control of one's feelings about oneself Schwarz, 2010).

In addition to the self-esteem element, other factors, such as a student's adversity quotient, have an impact on their ability to study independently. High accomplishment is the desired outcome. According to Stoltz (2005), everyone aspires to achievement, including students who also want to succeed in their academic endeavors. However, laziness becomes a barrier to this accomplishment for students. Furthermore, according to Stoltz (2005), a person's AQ (Adversity Quotient) is just as important to their performance as their IQ (Intelligence Quotient) or EI (Emotional Intelligence).

Teenagers' self-esteem is a crucial component of their development and their capacity to overcome obstacles.2009's Yadav & IqbalSlotz is expected to have a high sense of self-worth by a student who has learning independence.

Advertisement A difficulty in life is referred to as a question in psychology. The most significant development in human understanding of what is required for and boosts self-confidence, as well as the capacity to deal with anything that involves dangers and escape uncomfortable circumstances, is the Advertasy Question hypothesis proposed by Stoltz in 2000. (Auli, 2012).

According to Stoltz (2000), adversity intelligence (Adversity Quotient) refers to a person's capacity to make a concerted effort to overcome challenges such that they do not significantly affect their efforts to live their lives. Stoltz used the phrase "adversity

quotient" (also known as "fighting power") to describe a person's ability to face challenges while tenaciously and steadfastly adhering to their values and goals.

advertising dilemmaThe ability to overcome issues and how long a person can live in the face of adversity are both determined by one's adversity quotient (Stoltz, 2000).

Surabaya's Madrasah Tsanawiyah Negeri (MTSN) 3 is incorrect.elementary schoolthe nation that borders Indonesia's Province of East Java. Similar to junior high school in general, classes at MTSN 3 Surabaya are taken over the course of three academic years, from Class VII to Class IX. The typical age of pupils at this level is the same as that of junior high school-age kids in general, or young adolescents between the ages of 12 and 16. Approximately 854 students attend Madeasah Stanawiyah Negeri (MTSN) 3 Surabaya, which is situated on Jl. Medokan Asri Tengan Mdokan Ayu Surabaya, East Java. All of the pupils are Muslims. Unlike the public junior high schools run by MTS, there are junior high schools that are exclusively for Muslim pupils, have a more educationally oriented culture, and have Islamic school-specific features. There are numerous school activities at this institution. This school offers more than just religious, athletic, and competitive activities. Similarly, junior high school kids often go through the same developmental phases as teenagers, with adolescence being the period of a person's life between childhood and adulthood. A young person must transition from reliance to independence, autonomy, and maturity throughout this time. The author performed study for a research thesis titled "Self-Esteem and Advertasy Quetient With Independent Learning" because of this. Similarly, junior high school kids often go through the same developmental phases as teenagers, with adolescence being the period of a person's life between childhood and adulthood. A young person must transition from reliance to independence, autonomy, and maturity throughout this time. A young person must transition from reliance to independence, autonomy, and maturity throughout this time. Due to this, the author researched for a research thesis titled "Self-Esteem and Advertasy Quotient With Learning Independence"

## Literature Review

### A. Learning Independence Concept

#### 1. Definition of Independent Learning

Independent learning, according to Yamin (2008: 112), is learning that necessitates a student's independence from the teacher. Since independent learning is more focused on fostering independence in learning methods, it can be inferred from the underst<sup>29</sup>andings discussed above that independent learning is an activity that is motivated by one's own will, own choice, and own responsibility without the assistance of others and that it requires the ability to accept responsibility for one's actions. If students can complete learning tasks without relying on other people, they are said to be able to learn independently.

This study used students as the research participants and the Yamin theory as the measure of learning independence. This relates to the expected learning

independence, where pupils can figure out what to do and solve learning-related difficulties on their own without the help of others.

Each student should take ownership of their learning freedom so they can control their learning styles in accordance with their talents and needs. Independent learners do not necessarily have to learn by themselves or develop into individualists. Independent pupils must also be able to work cooperatively with others under all circumstances (Yamin, 2008).

Structured learning is simpler than independent learning; independent learning is harder to implement. Independent learning can be used if the following requirements are met: problems, respecting students' opinions, the role of the teacher, and how to deal with students. Haris M<sup>31</sup> djiman (2007) offered a different viewpoint, arguing that independent learning is an active learning activity that is motivated by the desire to develop the skills necessary to solve a problem and is based on the foundation of prior knowledge or competence. The student himself determines competency as a learning objective, how to accomplish it, including<sup>17</sup> study time, learning location, learning rhythm, learning tempo, learning technique, and learning materials, as well as evaluating learning outcomes.

## 2. Learning independence factors

The following are some of the elements that affect how autonomous learning develops:

- a) Factors from within the learner itself include intelligence, interests, self-concept, and so on.
- b) factors from outside the learner. Factors from within the learner may include while external factors the learner may come from the family, school, and community environment.

Robert Havighurt (in Desmita, 2009: 106) distinguishes independence from three forms of independence namely

- a) emotional independence, where a person has the ability to control his emotions
- b) economic independence, in this case is an attitude in which a person is able to meet his own needs without economic influence from other people;
- c) intellectual independence, in which a person can think critically and be able to solve any problems encountered; social independence, where a person is able to adapt/interact with other people without having to depend on the actions of other people

## B. Self-Esteem

### 1. Definition of self-esteem

A person's implicit or overt attitude toward themselves might serve as an expression of their self-esteem<sup>20</sup> (Coopersmith, 1967; Schwarz, 2010). According to Coopersmith (1967), those who have a high sense of self-worth are happier and more adept at satisfying environmental demands. Low self-esteem, on the other side, is characterized by having a bad opinion of oneself, feeling unlovable and

useless, and letting sentiments about one's flaws rule feelings regarding oneself (Sorensen, 2006).

Each person experiences self-esteem development in a unique way. A sense of mastery, emotional stability, extraversion, conscientiousness, low risk-taking, and physical health are some of the elements that affect this (Robins et al., 2007; Myers, Willse, & Villalba, 2011). The growth of a person's self-esteem is influenced by gender as well. In general, males are more confident in themselves than women are (Birndrof, Ryan, Auinger, & Aten, 2005). According to my teaching experience, it seems that students lack confidence because they frequently work in groups or collectively on the questions offered, despite the fact that they are solo assignments.

We are aware that adolescents often go through a transitional stage during which their attitudes can change. The time of transition is frequently described as the passage from childhood to maturity. This undoubtedly hinders adolescents from getting through this stage successfully, which leads to a variety of behavioral, mental, and educational difficulties.

## 2. Factors Affecting Self-Esteem

Self-esteem is built by self-verification (Self Verification) that occurs in groups (Cast & Burke, 2002). This increases the basis of self-worth and the basis of self-esteem beliefs. The development of self-esteem is different for each individual. This is influenced by several factors, including:

- a) sense of mastery
- b) emotional stability, self-disclosure (extraversion),
- c) conscientiousness,
- d) low risk taking, and
- e) physical health

According to Ghufron and Risnawati (2010), self-esteem (self-esteem) develops as a result of a person's interactions with his surroundings, as well as from a number of accolades, other people's acceptance of him, and other people's understanding of him. Some of the elements that affect one's sense of self-worth are:

### a. Gender

Women consistently experience lower levels of self-esteem than men, such as feelings of inadequacy, a lack of confidence, or the need to be protected, according to Ancok, Faturochman, and Sutjipto (1988). This can be a result of the various parental responsibilities and gender expectations in society. This viewpoint is consistent with Coopersmith's research from 1959, which shown that women have lower self-esteem than men.

### b. Intelligence

Because intelligence is always measured based on academic ability, achievement is strongly tied to intelligence as a complete picture of an individual's functioning capacity. Coopersmith (1959) asserted that those with high self-esteem outperform people with low self-esteem in terms of academic success. Additionally, it is

believed that people with high self-esteem are more intelligent, aspirational, and persistent in their efforts.

c. Physical condition

Because intelligence is always measured based on academic ability, achievement is strongly tied to intelligence as a complete picture of an individual's functioning capacity. Coopersmith (1959) asserted that those with high self-esteem outperform people with low self-esteem in terms of academic success. Additionally, it is believed that people with high self-esteem are more intelligent, aspirational, and persistent in their efforts.

d. Family environment

When it comes to a child's ability to develop self-esteem, the family plays a critical role. A child initially meets his or her parents in the family, where they provide both the foundation for his or her future social interactions in a larger setting. Families need to establish a fundamental circumstance for children to develop positive self-esteem. Children will have strong self-esteem, according to Coopersmith, if they are treated fairly, given opportunities to be active, and educated democratically. In this aspect, Savary contends that the family affects how children develop their sense of self. Children who experience frequent unjustified punishments and prohibitions from parents may feel unworthy.

e. Social environment

According to Klass and Hodge (1978), a person's realization of his value determines whether or not he develops self-esteem. This is the outcome of environmental factors, other people's treatment of him, and appreciation and acceptance from the outside world. Meanwhile, achievement, values, goals, and self-defense mechanisms, according to Coopersmith (1959), can all be used to explain various changes in self-esteem. This success might result from competitiveness, good values, experience in the environment, and success in particular sectors.

### C. Adversity Question

#### 1. The definition of adversity quotient

The word "adversity" is derived from the English word "adversity," which signifies failure or bad luck (Echols & Shadily, 2005). Adversity itself can be understood as a state of sadness, trouble, or bad luck in Indonesian and denotes difficulty or misfortune. Adversity is described as a struggle in life in psychological studies, according to Rifameutia (in Hawadi, 2004).

According to Stoltz (2000), one's capacity to make a concerted effort to overcome challenges such that they do not have a significant negative influence on their efforts to live their lives is referred to as their adversity intelligence (adversity quotient). Stoltz used the phrase "adversity quotient" to describe a person's capacity for perseverance and dedication in the face of adversity while holding fast to their values and goals.

An important factor in predicting how long a person can survive in the face of

challenges and how much ability to overcome these problems is their adversity quotient, which is a psychological concept about intelligence to assess their capacity to deal with obstacles that hinder them (Stoltz, 2000).

A struggle in life is what the term adversity quotient (AQ) in psychology refers to. The most significant development in our understanding of what is required for and boosts self-confidence, as well as the capacity to deal with anything that involves dangers and escape uncomfortable circumstances, is the Adversity Quotient Theory, which Stoltz (2000) proposed.(Auli, 2012).

The Adversity Quotient provides a comprehensive account of how people respond to adversity, claims Yoga (2016). While most individuals shun difficulties in real life, Adversity Quotient views it as a challenge that will improve each participant.

## **2. Factors Affecting Self-Esteem**

### **a. Internal factors**

#### **1) Genetics**

Genetic inheritance will not determine a person's destiny will be different. As they mature, identical twins who live separately are found to be similar in behavior.

#### **2) Belief**

Confidence influences a person in facing a problem and helps someone in achieving life goals.

#### **3) Talent**

A person's ability and intelligence in dealing with an unfavorable condition can be influenced by talent. Talent is a combination of knowledge, competence, experience, and skills.

#### **4) Desire or will**

A driving force, or what is called a driving force, is necessary for success in life. The word "desire" is used to describe the emotions of motivation, zeal, passion, drive, and enthusiasm.

#### **5) Character**

Individuals who have good character, enthusiasm, toughness, and intelligence will have the ability to achieve success. Character is an important part of us to achieve success and live side by side peacefully.

#### **6) Performance**

Performance is the part that is easily seen by others so this is often evaluated and assessed. One's success in dealing with difficulties and achieving life goals can be carved through individual performance.

#### **7) Intelligence**

The forms of intelligence are now selected into several fields that are often used and are called multiple intelligences. Dominant areas of intelligence can influence careers, work, studies, and hobbies.



8) Health

Emotional and physical health can affect a person's response to success. Individuals who are sick will distract from the problems they are facing. Excellent physical and psychological conditions will support someone in solving problems.

b. External factors

1) Education

Education can shape intelligence, the formation of healthy habits, the development of character, skills, desires, and the resulting performance. Even though people dislike the tragedy or suffering brought on by patterns of interactions with parents, research by Gest indicates that family issues have a direct impact on how resilient adolescents become. Education is one method of shaping attitudes and behavior.

2) Environment

People's ability to adjust and deal with challenges depends on the environment in which they live. An individual's Adversity Quotient will be higher if they are used to living in a challenging environment. According to Stoltz (2000) individuals who are used to and only being in a difficult environment will have a larger Adversity Quotient due to experience and better adaptability in dealing with the problems they face.

## **RESEARCH METHODOLOGY**

The entire purpose of the research is the population. A population study is what the research is if someone wants to look at every aspect of the study region. The research or study is also known as a population or census study.(Arikunto Suharsimi, 2013).

The population of this study consisted of all of the students at MTSN 3 Surabaya, a total of 853 students, and the sample consisted of 284 students in class VIII at MTSN 3 Surabaya. Class VIII is utilized because it is thought to represent the research sample that will be used as a research sample. Students in the eighth grade typically range in age from 13 to 16 years old. Adolescence, according to Monks, Knoers, and Haditomo (2004), lasts from 12 to 21 years.

The relevant data can be obtained using technique data gathering. Researchers collected data using the following approaches in accordance with the aforementioned study methodologies. Observation, questionnaire, and documentation are the first two methods. used data analysis methods This study's data analysis employed statistical analysis. Regression analysis is the method of data analysis used in this study. An assumption test, also known as a precursor test, is performed before to performing the regression analysis.

## RESULT AND DISCUSSION

### Research result

The first hypothesis, which states that there is a relationship between self-esteem and the adversity quotient and learning independence in MTSN Surabaya students, is "accepted," according to the data. The findings of the research show that the more self-esteem and adversity quotient a person has, the more independent they are in their learning, and vice versa; the less self-esteem and adversity quotient a person has, the less independent they are. This demonstrates that the findings are consistent with the theory that underlies this study.

The need for self-realization (self-actualization), which is the ultimate need for humans according to Maslow (see Munandar, 2009), is one of the fundamental demands of being independent. In essence, everyone has the ability to be creative from the moment they are born. Through appropriate education, independent learning can be recognized and encouraged (Munandar, 2009).

According to the test results, the value of  $t_{0.05}$  is obtained, so the second hypothesis states that there is a positive relationship between pride and learning independence in MTSN Surabaya students. Research findings revealed that an individual's learning independence increases with their level of self-esteem and vice versa, as their level of self-esteem decreases. This demonstrates that the findings are consistent with the theory that underlies this study.

High self-esteem students are able to think creatively, promote curiosity, and develop high levels of learning independence. They can invent and carry out their own ideas, as well as discover things that have never been discovered. prior to acting, so they may focus on making a difference and helping everyone. The ability to come up with novel concepts, engaging activities that have never been done before, and identify fresh objectives for the future seems to have never left creative people (Suharman, 2011)

Humans need to have the attitude of confidence very much. Someone lacking in self-assurance may not be as effective at carrying out the necessary tasks. Sometimes people won't undertake anything because they lack confidence in their abilities. High self-esteem individuals act in accordance with their beliefs. However, a person with low self-esteem won't be able to act on assumptions. The presumptions that are held within will lead to dread, anxiety, and indecision, which will impede the desire to advance and succeed. Students with a high level of confidence can solve challenges in any employment.

In independent learning, pride matters. Self-esteem may operate as a catalyst for independent learning or even as a deterrent. In order to defend his position rationally and in the best interests of all parties, a creative person must have a high sense of self-worth. The third hypothesis states that there is a positive relationship between Adversity

## Title

Quotient and learning independence in MTSN Surabaya students, which is "not accepted," according to the research findings that Adversity Quotient has little to no effect on student learning independence. Based on the test results, the value of  $t > t_{0.05}$  is obtained from 0.05. so that a person's independence is unaffected by their Adversity Quotient value.

*Advertisement Question* is referred to as a challenge in psychology. The most significant development in our understanding of what is required for and boosts self-confidence, as well as the capacity to deal with everything that involves dangers and escape uncomfortable circumstances, is the Adversity Question theory proposed by Stoltz in 2000 (Aulia, 2011). It was determined from this study that there was no actual connection between the Advertisement Question and learning independence. The Adversity Question may have changed in a child, and this change may have been affected by other things that the researchers were unaware of..

The two independent variables Self-esteem and Adversity Quotient in this study only contribute 5% to student learning independence; the other 95% is impacted by other variables not included in this study. According to Munandar (in Zulkarnain, 2002), thinking abilities and personality qualities that interact with particular contexts can be elements that influence learning independence. Intelligence (intelligence) and the enrichment of thinking content through experience and competence are two components of thinking ability. Curiosity, independence, risk-taking, self-confidence, and assertiveness are all aspects of personality (Kuwato, in Zulkarnain, 2002).

## CONCLUSION

Indirect self-esteem and advertisement questions are elements that affect learning independence in MTSN 3 Surabaya pupils based on a number of influencing factors. Self-esteem and advertisement-related questions with learning freedom were looked into in this study. Surabaya. 284 pupils made up the class VIII subject population in this study, and 126 students were selected as samples.

The following conclusions can be taken from data analysis and discussion of the findings of study done on class VIII students at MTs Negeri 3 Surabaya for 2022–2023 Academic Year: In Madrasah Tsanawiyah Negeri 3 Surabaya students, there is a relationship between self-esteem and adversity quotient and learning independence that has been "accepted". The findings of the research conducted by researchers revealed that the relationship is that the higher the self-esteem and adversity quotient of MTSN 3 students, the higher the student learning independence, and vice versa. This shows that these results support the concept that is the background of this research. The data analysis used was multiple linear regression analysis using SPSS version 20.00. The result of the calculated F value = 3.226 with sig/p = 0.043 ( $p < 0.05$ ), meaning that there is a very significant relationship simultaneously between self-esteem and advertising quotient with learning independence. The influence of self-esteem and advertising quotient on learning independence is 5% (R square = 0.050) the remaining 95% is

influenced by other factors. The coefficient F and the significance level as an indication of the resulting regression model can predict variable Y ( $F = 3.226$  at  $p = 0.043 < 0.05$ ) so it proves to be significant. With  $F\text{-Table} = 3.07$   $F_{hit} >$  from  $F\text{-table} = 226 > 3.07$  proved to be significant. 050) the remaining 95% is influenced by other factors. The coefficient F and the significance level as an indication of the resulting regression model can predict variable Y ( $F = 3.226$  at  $p = 0.043 < 0.05$ ) so it proves to be significant. With  $F\text{-Table} = 3.07$   $F_{hit} >$  from  $F\text{-table} = 226 > 3.07$  proved to be significant. 050) the remaining 95% is influenced by other factors. The coefficient F and the significance level as an indication of the resulting regression model can predict variable Y ( $F = 3.226$  at  $p = 0.043 < 0.05$ ) so it proves to be significant. With  $F\text{-Table} = 3.07$   $F_{hit} >$  from  $F\text{-table} = 226 > 3.07$  proved to be significant.

### ACKNOWLEDGEMENT

For teachers, teachers should observe, embrace and motivate students to have high self-esteem and adversity quotient, thereby increasing student learning independence so that they can solve adolescent problems related to their laziness to learn so that students can achieve optimal learning, according to his abilities

For parents, parents should play a more active role in paying attention to how their children are doing, so that they can find out the development of their children's abilities, can also provide more motivation and curiosity in the learning process and parents can communicate with schools about the development of their children so they can provide input. to their sons and daughters about their progress and how they should deal with their learning process and be able to provide positive views in order to build self-esteem and understand themselves so that parents can work together to build the achievements and aspirations of their children.

For Further Researchers The researcher hopes that this research can provide benefits for further researchers to add information as well as a reference, especially in research on the effect of self-esteem and advertasy questions on student learning independence. Future researchers are anticipated to be able to explore this research in greater detail as well as the same variables with various populations and samples in order to show a correlation between the Advertasy question of student learning independence. This is because according to a number of theories, one of the factors of independent learning is an individual's capacity to defend or solve his or her personal problems. Hopefully, this study will be beneficial.

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