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The Influence of Adversity Quotient, Achievement Motivation, and Self-Concept on Learning Independence

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A B S T R A C T

This study is a quantitative research aimed at analyzing the influence of adversity quotient, achievement motivation, and self-concept on learning independence. The study sample consists of 132 students from the Economic Education Study Program at Jenderal Soedirman University, selected from a total population of 196 students from the 2021, 2022, and 2023 cohorts. The research data were collected through a closed-ended questionnaire, employing proportionate stratified random sampling as the sampling technique. The data were analyzed using multiple linear regression analysis, facilitated by the SPSS program. The results of the research indicated that: (1) there is no significant positive influence of adversity quotient on learning independence, suggesting that challenges and setbacks do not directly impact students' ability to learn independently in this context. (2) Achievement motivation has a positive influence on learning independence, highlighting that students with higher motivation to achieve academic success are more likely to exhibit independent learning behaviors. (3) Self-concept also shows a positive influence on learning independence, indicating that students with a positive self-view are more confident and autonomous in their learning process. The findings of this study suggest that students should enhance their learning independence by increasing their achievement motivation and developing a positive self-concept. By fostering a strong sense of motivation and self-belief, students can improve their ability to learn independently, ultimately contributing to better academic performance and personal growth.

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1. INTRODUCTION

Education is a process or cycle in human life that changes individuals (Sakti, 2016). Education should produce a leading generation with a blend of spiritual values, scientific knowledge,

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moral social values, and national personality traits. This aligns with Indonesia's national goal of enhancing the quality of life, as stated in the Preamble of the 1945 Constitution. The Indonesian government enacted Law Number 12 of 2012 Article 1, Paragraph (1) concerning Higher Education, among its objectives is to develop students' potential so they become faithful and pious individuals, possessing noble character, health, knowledge, creativity, competence, skills, independence, and cultural awareness. Cultivating students' ability to be independent is crucial, making it a fundamental goal of higher education. Students need to be independent, meaning they should not rely on others and should strive to utilize their own abilities, which is also important for effective learning (Indonesia, 2012)

Learning independence is a type of learning that grants responsibility and autonomy to individuals, allowing them to take initiative and actively manage their own learning activities according to their needs and capabilities, without relying on others (Rokhman et al., 2021). The aspects influencing learning independence are categorized into two groups: external and internal aspects. External aspects include factors such as family, community, and environment, which impact an individual's learning independence. Internal aspects include individual characteristics such as intelligence, talent, and ability, which also affect learning independence. An individual can engage in effective learning if they possess high intelligence, particularly learning intelligence (Sriyono, 2015).

Based on initial observational data, it was found that there is a high level of learning independence (as seen from problem-solving abilities) among students in the Economics Education Program at Jenderal Soedirman University. The result of data processing from the initial observation questionnaire in August 2023. The data obtained shows that 83.3% of students reported that they make an effort to solve problems without involving others, while 16.7% stated that they seek or involve others' assistance in solving their problems. The high level of student learning independence is suspected to be influenced by adversity quotient, achievement motivation and student self-concept which are also tend to be high.

Based on the initial observational data, a high level of adversity quotient (AQ) was found among students in the Economics Education Program at Jenderal Soedirman University. The result of data processing from the initial observation questionnaire in August 2023. The data obtained shows that 70.8% of students reported that they embrace challenges and risks well, believing that things can be accomplished even if the path is not easy. Meanwhile, 25% of students indicated that they approach challenges and risks with caution, generally choosing safer options. The remaining 4.2% of students stated that they dislike challenges and prefer easier tasks. This suggests that in addition to having a relatively high level of learning independence, the students' ability to handle obstacles or difficulties AQ is also quite strong.

One of the internal aspects affecting learning independence is ability (Sriyono, 2015). AQ is the capacity to turn challenges into opportunities for achieving goals (Stoltz, 2000). AQ is a measure of reaction to obstacles or difficulties (Stoltz, 2000). The high AQ of students is suspected to influence their learning independence. This is because individuals with high AQ tend to respond well to learning difficulties so they will try to solve problems in learning without the help of others. Meanwhile, individuals with low AQ tend to be less good or overwhelmed in responding to learning difficulties so they tend to ask for help from others to solve their problems because they feel they cannot or are unable to solve them on their own.

Previous researchers have investigated the influence between AQ and learning independence. It was found that there is a direct influence of AQ on learning independence (Setyobudi et al., 2023). Likewise, other studies have found a positive relationship between AQ and learning independence (Wahyuni et al., 2020). However, there are previous studies that found different results. These findings state that AQ does not have a significant effect on

learning independence (Djunaidah et al., 2023). Similarly, other studies state that there is no relationship between AQ and learning independence (Patria & Silaen, 2020).

Furthermore, the high level of learning independence is also suspected to be influenced by students' achievement motivation. One factor that contributes greatly to learning independence is motivation (Fitriani et al., 2020). Achievement motivation as the tendency to put forth the best effort based on standards of excellence (Djaali, 2015).

Based on the initial observational data of students in the Economics Education Program at Jenderal Soedirman University, the result of data processing from the initial observation questionnaire in August 2023, the data obtained shows that 66.7% of students believe that a desire to achieve better performance (achievement motivation) can enhance their learning independence. Achievement motivation is suspected to affect students' learning independence, because students who have high achievement motivation will be more active and initiative to continue learning even if there are no assignments because they have a greater desire to achieve achievements or success. Conversely, students with low achievement motivation tend to be more passive and lack initiative to learn. Previous researchers have investigated the influence between achievement motivation and learning independence. It was found that there is a positive influence of achievement motivation and learning independence (Aprilia et al., 2017). Similarly, other research results have shown the influence of achievement motivation on learning independence (Sutama et al., 2017).

Furthermore, the high level of learning independence is also suspected to be influenced by students' self-concept. One thing that can have an influence on learning independence is a person's self-concept (Kusumastuti, 2021). A person's self-concept is a general perception of oneself, encompassing self-belief, views, and evaluations of one's own abilities (Desmita, 2011). Self-concept is thought to affect students' learning independence, because students with a good (positive) self-concept have confidence in their capacity and a good (positive) self-concept will encourage students to be more independent in learning without having to wait for orders to learn, and vice versa. Based on initial observational data from students in the Economics Education Program at Jenderal Soedirman University, the results of data processing from the initial observation questionnaire in August 2023 showed that, in the second order after achievement motivation, 25% of students responded that their self-view regarding their abilities (self-concept) could improve their learning independence.

Previous researchers have investigated the influence between self-concept and learning independence. It was found that there is a positive influence of self-concept on learning independence (Sakti, 2016). Likewise, other research results have also shown a positive influence of self-concept on learning independence (Sari et al., 2023).

Based on the discussion above and supported by previous research, learning independence is suspected to be influenced by AQ, achievement motivation, and self-concept. The following is the conceptual framework of this study.

However, there are still differences of opinion regarding the effect of AQ on learning independence. Therefore, this study aims to re-analyze the impact of AQ, as an independent variable, on learning independence, which is the dependent variable, by including additional independent variables that are also suspected to influence learning independence, namely achievement motivation and self-concept. This study is specifically focused on learning independence, AQ, achievement motivation, and self-concept among students in the Economics Education Program at Jenderal Soedirman University from the 2021, 2022, and 2023 cohorts.

2. METHOD

This research is a quantitative study using a survey method. The survey research method is a type of quantitative research that uses questionnaires or interviews to collect data about a

variable, which is useful for testing hypotheses from a sample drawn from the existing population (Sugiyono, 2015). This study was conducted in February-July 2024. The population of this study consists of students from the Economics Education Program, Faculty of Economics and Business, Jenderal Soedirman University, from the 2021, 2022, and 2023 cohorts, totaling 196 students, with a research sample of 132 students. Data collection was conducted using a closed-ended questionnaire with a likert scale. The questionnaire data were then transformed into interval data using the Method of Successive Intervals (MSI) (Sugiyono, 2015). Analytical tools in this study include (1) Data quality test, consisting of instrument validity tests and reliability tests; (2) Analysis prerequisite test, consisting of normality test, multicollinearity test, and heteroskedasticity test; (3) Hypothesis test, consisting of multiple regression analysis, coefficient of determination (R Square), an F test (model accuracy) and a partial test (t test).

3. RESULTS AND DISCUSSION

3.1 Respondent Profile

Table 1 show that respondents are students of Economics Education Program, Faculty of Economics and Business, Jenderal Soedirman University, from the 2021, 2022, and 2023 cohorts, totaling 196 students, with a research sample of 132 students. Based on the gender of students grouping can be seen in the table below:

Table 1. Respondent Profile

Based on Gender	Total	Percentage (%)
Male	21	15.90
Female	111	84.10
Total	132	100.00

Source: Primary data processed

3.2 Data Quality Test

Based on the validity test results conducted on 30 respondents outside the main sample and with a significance level of 5 percent (α), the critical value was found to be 0.306. It was determined that all 10 statements in the learning independence variable were valid, all 7 statements in the adversity quotient variable were valid, all 8 statements in the achievement motivation variable were valid, and 2 items from the 10 statements in the self-concept variable were found to be invalid. Items were considered invalid if their calculated validity coefficient was smaller than the critical value leading to the exclusion of these items from the main data collection for the research.

Table 2. Reliability Test Results

Variable	Cronbach's Alpha	Reliability Standard	Explanation
Learning Independence	0.853	0.60	Reliable
Adversity Quotient	0.885	0.60	Reliable
Achievement Motivation	0.788	0.60	Reliable
Self-Concept	0.798	0.60	Reliable

Source: Primary data processed

Regarding the reliability test results (Table 2), all instruments for each variable showed a Cronbach's Alpha value greater than 0.60. The reliability value of the learning independence variable is 0.853, the adversity quotient variable is 0.885, the achievement motivation variable is 0,788, and the self-concept variable is 0.798. Therefore, the statements in the questionnaire

for the variables of learning independence, adversity quotient, achievement motivation, and self-concept can be considered reliable or dependable.

3.3 Normality Test

The normality test in this study was conducted using the One-Sample Kolmogorov-Smirnov Test. The results of the normality test showed an Asymp Sig (2-tailed) value of 0.200, which is greater than the alpha level of 0.05. Therefore, the data for the four variables can be considered normally distributed.

Table 3. Normality Test Result

Asymp. Sig. 2-tailed	Result
0.200	Normal

Source: Primary data processed

3.4 Multicollinearity Test

The multicollinearity test was conducted to determine whether there were indications of multicollinearity in the regression model (see Table 4). The results of the multicollinearity test showed that all variables had a VIF value of less than 10, with the VIF values being 3.047 for the adversity quotient variable, 1.967 for the achievement motivation variable, and 2.859 for the self-concept variable. This indicates that the regression model does not exhibit signs of multicollinearity.

Table 4. Multicollinearity Test Results

Variable	VIF Value	Explanation
Adversity Quotient	3.047	No signs of multicollinearity
Achievement Motivation	1.967	No signs of multicollinearity
Self-Concept	2.859	No signs of multicollinearity

Source: Primary data processed

3.5 Heteroskedasticity Test

The heteroskedasticity test was conducted to identify whether there were signs of heteroskedasticity in the regression model (see Table 5). This study used the Glejser test for heteroskedasticity. The results showed that all variables had significance values greater than the alpha level of 0.05, with significance values of 0.173 for the adversity quotient variable, 0.409 for the achievement motivation variable, and 0.674 for the self-concept variable. Therefore, it can be concluded that there are no signs of heteroskedasticity in the regression model.

Table 5. Heteroskedasticity Test Results

Variable	**Sig.**	**Alpha**	**Explanation**
Adversity Quotient	0.173	0.05	No signs of heteroskedasticity
Achievement Motivation	0.409	0.05	No signs of heteroskedasticity
Self-Concept	0.674	0.05	No signs of heteroskedasticity

Source: Primary data processed

3.6 Multiple Regression Analysis

Multiple regression analysis was conducted to determine the effects of adversity quotient, achievement motivation, and self-concept on learning independence (see Table 6). The interpretation of the formula is as follows: (1) The constant value of 10.551 means that if the variables AQ, achievement motivation, and self-concept are all zero or absent, the learning

independence variable would be 10.551 units; (2) The adversity quotient variable has a regression coefficient of 0.120. This means that for each one-unit increase in adversity quotient, learning independence is expected to increase by 0.120 units; (3) The achievement motivation variable has a regression coefficient of 0.341. This implies that for each one-unit increase in achievement motivation, learning independence is expected to increase by 0.341 units; (4) The self-concept variable has a regression coefficient of 0.423. This means that for each one-unit increase in self-concept, learning independence is expected to increase by 0.423 units. Based on the results of the multiple regression analysis, the following formula was obtained: $Y = 10.551 + 0.120X_1 + 0.341X_2 + 0.423X_3 + e$.

Table 6. Multiple Regression Analysis Results

Model	Unstandardized Coefficients		Standardized Coefficients Beta
	B	Std. Error	
Constant	10.551	2.213	
Adversity Quotient	0.120	0.125	0.108
Achievement Motivation	0.341	0.103	0.298
Self-Concept	0.423	0.128	0.358

Source: Primary data processed

3.7 Coefficient of Determination (R Square)

The coefficient of determination, represented by R Square (R^2) is 0.471 (see Table 7). This result indicates that the variables adversity quotient, achievement motivation, and self-concept account for 47.1% of the variance in learning independence. The remaining 52.9% is explained by other factors not included in this study.

Table 7. Coefficient of Determination (R Square) Results

Model	R	R Square	Adjusted R Square
1	0.686	0.471	0.459

Source: Primary data processed

3.8 F Test (Model Accuracy)

The F test was conducted to evaluate the adequacy of the regression model. The significance level (α) used was 0.05, with degrees of freedom (df) calculated as (k-1) and (n-k), where n = 132 and k = 4. Thus, the F critical value is 2.67. Based on the results of the model adequacy test, the computed F value is 38.030, which is greater than the F critical value of 2.67, and the significance level is 0.000, which is less than 0.05. Therefore, the regression model is deemed appropriate for use in this study.

Table 8. F Test (Model Accuracy) Result

Computed F Value	F Critical Value	Sig.	Alpha
38.030	2.67	0.000	0.05

Source: Primary data processed

3.9 Partial Test (t Test)

Table 9 show that the t-test was conducted to assess the partial effects of the independent variables on the dependent variable. The significance level used was 0.05, with degrees of freedom (df) calculated as (n-k), where n = 132 and k = 4, resulting in a t critical value of 1.657. According to the t-test criteria: (1) The null hypothesis (H_0) is accepted if the calculated t value is less than or equal to the t critical value, or if the significance value (Sig.) is greater than 0.05.

(2) The alternative hypothesis (H_a) is accepted if the calculated t value is greater than the t critical value, or if the significance value (Sig.) is less than 0.05.

Table 9. Partial Test (t Test)

Variable	Computed t Value	t Critical Value	Sig.	Alpha
Adversity Quotient	0.962	1.657	0.338	0.05
Achievement Motivation	3.303	1.657	0.01	0.05
Self-Concept	3.294	1.657	0.01	0.05

Source: Primary data processed

Hypothesis 1

Based on the analysis results, it was found that for the adversity quotient variable, the calculated t value is 0.962, which is less than the t critical value of 1.657. Therefore, the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected, indicating that the adversity quotient does not have a positive effect on learning independence.

Hypothesis 2

Based on the analysis results, it was found that for the achievement motivation variable, the calculated t value is 3.303, which is greater than the t critical value of 1.657. Thus, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected, meaning that achievement motivation has a positive effect on learning independence.

Hypothesis 3

Based on the analysis results, it was found that for the self-concept variable, the calculated t value is 3.294, which is also greater than the t critical value of 1.657. Consequently, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected, indicating that self-concept has a positive effect on learning independence.

3.10 The Influence of Adversity Quotient on Learning Independence

The research results indicate that AQ has no influence or positive effect on learning independence. This means that the level of AQ does not affect students' learning independence. The lack of effect of adversity quotient on learning independence is suspected to be due to the underdevelopment of students' resilience capabilities. This is indicated by the lowest scores being on the Endurance indicator.These finding are consistent with previous research which stated that AQ does not have a significant effect on learning independence (Djunaidah et al., 2023). Similarly, other research has also stated that there is no relationship between AQ and learning independence (Patria & Silaen, 2020). The adversity quotient among students may not affect learning independence because there are other factors outside this study that can influence learning independence, as seen in the research by Kartika & Sugiarti, which states that adversity quotient is influenced by self-confidence and parental upbringing (Kartika & Sugiarti, 2021). In another study, Afero & Adman found that adversity quotient is influenced by emotional intelligence (Afero & Adman, 2016). Based on the results of this study and supported by the results of previous relevant studies. This means that AQ is not a factor that has a positive effect on learning independence.

3.11The Influence of Achievement Motivation on Learning Independence

The research results indicate that achievement motivation has a positive influence on learning independence. This means that the higher the achievement motivation a student has, the higher their learning independence will be. Conversely, the lower the achievement motivation a student has, the lower their learning independence will be. The influence of achievement

motivation on learning independence is likely due to students' strong interest in challenges and their high orientation towards success. This is indicated by the highest scores on the challenge-seeking and success-oriented indicators.

These research results are consistent with previous research which stated that there is a positive and significant influence between achievement motivation and learning independence (Aprilia et al., 2017). Similarly, other research results have also indicated a positive influence of achievement motivation on learning independence. Furthermore, this research is also relevant to previous research which stated that there is a positive influence of achievement motivation and learning independence (Miranda et al., 2020). Based on these research results and supported by relevant previous research, it can be concluded that achievement motivation is one of the factors that has a positive influence on learning independence.

3.12 The Influence of Self-Concept on Learning Independence

The research results indicate that self-concept has a positive effect on learning independence. This means that the higher the self-concept a student has, the higher their learning independence will be. Conversely, the lower the self-concept a student has, the lower their learning independence will be. The effect of self-concept on learning independence is likely due to students' heightened sensitivity to respecting others' feelings and their strong problem-solving abilities. This is indicated by the highest scores on the indicators for respecting others' feelings and problem-solving skills.

These research results are relevant to previous research which stated that there is a positive influence of self-concept on learning independence (Sakti, 2016). Likewise, other research results have stated that there is a positive influence of self-concept on learning independence (Sari et al., 2023). In addition, this research is also relevant to previous research which stated that there is a positive influence of self-concept on learning independence (Mirawati & Yunita, 2018). Based on these research results and supported by the results of previous relevant studies, it means that self-concept is one of the factors that has a positive effect on learning independence.

3.13 Implication

The implications of this study are as follows: (1) Students are encouraged to enhance their learning independence by increasing their motivation to achieve better academic performance, developing resilience in the face of failure, and improving their self-concept. This can be achieved by fostering a positive self-view, which helps build self-confidence and promotes greater learning independence; (2) It is recommended that instructors pay more attention to students' self-confidence by motivating them to actively participate in discussions and express their opinions. This approach can help students who are more passive become more engaged and less reliant on more active peers to dominate discussions; (3) Academic Programs are advised to focus on boosting students' achievement motivation by promoting healthy collaboration and competition. This can be implemented through study groups (projects) or academic writing competitions aligned with students' interests. Additionally, instructors should encourage students to participate in such competitions, with the aim of enhancing students' learning independence.

4. CONCLUSION

Based on the analysis results, it can be concluded that this study confirms the following: (1) There is no effect of Adversity Quotient (AQ) on learning independence among students in the Economics Education Program at Jenderal Soedirman University. Therefore, the first

hypothesis of this study is not supported; (2) There is a positive effect of achievement motivation on learning independence among students in the Economics Education Program at Jenderal Soedirman University. This indicates that achievement motivation is effective in enhancing learning independence; (3) There is a positive effect of self-concept on learning independence among students in the Economics Education Program at Jenderal Soedirman University. This suggests that a strong self-concept is effective in increasing learning independence. Based on the research findings, it is evident that the adversity quotient variable does not have an effect on learning independence. This indicates that adversity quotient is not the only factor influencing learning independence, suggesting that there may be other factors that affect learning independence. For the researchers planning similar studies are advised to consider incorporating moderating variables into their research. This would help explore potential factors that might strengthen or weaken the influence of adversity quotient, achievement motivation, and self-concept on learning independence.

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