Self-Esteem And Adversity Quotient To Increase Learning Independence

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Article Information:	ABSTRACT
	This study aims to determine whether there is a relationship between Self-Esteem and Advertasy Quetient with learning independence. In the research for class VIII students whose population was 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 sig/p $= 0.043$ (p <0.05) mean that there is a very significant relationship simultaneously between Self-Esteem and Advertasy Quetion with learning independence **Keywords**: Self-Esteem Adversity Quotient, learning independence

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 have responsibility for the learning process they are doing and try their best to succeed in learning to obtain satisfactory and proud learning outcomes. This student learning independence needs to be developed, improved, and trained for each student by all parties in the school, both subject teachers, homeroom teachers, and guidance and counseling teachers. Therefore, it is necessary to have guidance given by the teacher to students, regarding the habits and attitudes of student learning,

Learning independence is one of the important things in the learning process. According to Fatihah (2016), Student learning independence is needed so that they have responsibility for managing and disciplining themselves. In addition, in developing learning abilities and self-will, these attitudes need to be owned by students as students because this is a characteristic of the maturity of educated people. So it can be said that learning independence is a person's ability to carry out learning activities with full confidence and responsibility. response to action. These attitudes need to be owned by students as students because this is a characteristic of the maturity of an educated person. Demand for independence

Self-esteem is a personal assessment of worthiness that is expressed through a person's implicit or explicit attitude toward himself Coopersmith (1967). People with high self-esteem feel happier and more effective in meeting environmental demands Coopersmith (1967). On the other hand, low self-esteem is characterized by a negative view of themselves, feeling useless, and unloved, and allowing feelings of their weaknesses to dominate feelings about themselves.(Schwarz, 2010).

In addition to the self-esteem factor, other factors influence student learning independence, namely the Adversity Quotient of a student in getting the desired result, namely high achievement. Stoltz (2005)argues that everyone harbors a desire to achieve success, including students who also want to achieve success in learning, but it is laziness that becomes a hindering factor for students to achieve this success. Furthermore, Stoltz (2005) said that in achieving success it is not IQ (Intelligence Quotient) or EI (Emotional Intelligence) that plays a major role in a person, but also requires AQ (Adversity Quotient).

Self-esteem in a teenager is an important supporting factor for his growth and his ability to deal with the difficulties experienced(Yadav & Iqbal, 2009)A student who has independence in learning expects Slotz to have high self-esteem. Advertisement Question in psychology is defined as a challenge in life. The Advertasy Question theory put forward by Stoltz (2000) is the most important breakthrough in human understanding of what is needed for and increases self-confidence, as well as the ability to deal with anything that carries risks and get out of unpleasant conditions. (Auli, 2012).

Stoltz (2000) says that adversity intelligence (Adversity Quotient) has a meaning as the ability that a person has to try hard to overcome difficulties so that it does not have a profound impact on one's efforts in living his life. Adversity Quotient was first put forward by Stoltz with the term Adversity Quotient (fighting power), which is a person's intelligence in facing difficulty diligently and persistently sticking to principles and desires.

Advertisement questionAdversity Quotient plays an important role in predicting how far a person can survive in the face of adversity and how much ability to overcome these problems (Stoltz, 2000). Madrasah Tsanawiyah Negeri (MTSN) 3 Surabaya, which is wrongFirst Middle SchoolThe country that is inProvinceEast Java, Indonesia. Same with junior high school in generalIndonesiaperiodeducationschoolin MTSN 3 Surabaya is taken within three academic years, starting from Class VII to Class IX. The average age of students at this level is the same as in general junior high school-age children, namely the age of early adolescents between 12-16 years. Madeasah Stanawiyah Negeri (MTSN) 3 Surabaya, which is located on Jl. Medokan Asri Tengan Mdokan Ayu Surabaya, East Java has around 854 students these students live around East Surabaya and its surroundings, all students are Muslim.

In contrast to MTS public junior high schools, there are schools with junior high school levels specifically for students who are Muslim, school culture shows more educational character, and schools that have the nuances of Islamic schools. This school has a lot of school activities. Not only religious activities, competitions, and sports scientific activities are also in this school. Likewise, in general, junior high school students also have the same developmental stages as adolescents where adolescence is a stage in a person's life that is between the stages of childhood and adulthood. This period is when a young person must move from dependence to independence, autonomy, and maturity. For this reason, the author conducted research in a research thesis titled "Self-Esteem and Advertasy Quetient With Independent Learning" Likewise, in general, junior high school students also have the same developmental stages as adolescents where adolescence is a stage in a person's life that is between the stages of childhood and adulthood. This period is when a young person must move from dependence to independence, autonomy, and maturity. For this reason, the author conducted research in a research thesis titled "Self-Esteem and Advertasy Quetient With Learning Independence" Likewise, in general, junior high school students also have the same developmental stages as adolescents where adolescence is a stage in a person's life that is between the stages of childhood and adulthood. This period is when a young person must move from dependence to independence, autonomy, and maturity. For this reason, the author conducted research in a research thesis titled **"Self-Esteem and Advertasy Quotient With Learning Independence".**

Literature Review
Learning Independence Concept

According to Yamin (2008: 112), independent learning is not individual learning, but learning that demands the independence of a student to learn. Thus independent learning is more directed at forming independence in ways of learning, from the understanding mentioned above it can be concluded that independent learning is a learning activity that is driven by one's own will, own choice, and own responsibility without the help of others and being able to take responsibility for one's actions. Students are said to have been able to learn independently if they have been able to carry out learning tasks without dependence on other people.

In this study, researchers took the Yamin theory as a measure of learning independence and students as subjects to be studied. This is related to the expected learning independence, so that students can find out for themselves what to do and solve problems in learning without relying on others. Learning independence should be owned by each student so that they can manage their learning patterns according to their abilities and needs. Independent learners do not mean they have to always learn alone, and become individualists. Independent students are also required to be able to cooperate with others in any situation and condition (Yamin, 2008).

Independent learning is different from structured learning, structured learning is easier than independent learning, independent learning is more difficult and can be implemented if the following conditions can be met including problems, respecting students' opinions, the role of the teacher, and how to deal with students. Another opinion was expressed by Haris Mudjiman (2007) that independent learning is an active learning activity, that is driven by the intention or motive to master competency to solve a problem, built with the provision of knowledge or competence that has been possessed. Determination of competence as a learning goal, how to achieve it, whether determining study time, learning place, learning rhythm, learning tempo, learning method, learning resources, as well as evaluating learning outcomes is carried out by the learner himself.

Learning independence factors

The factors that influence the formation of independent learning include:

    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

Self-Esteem

Self-esteem is a personal assessment of worthiness that is expressed through a person's implicit or explicit attitude towards himself (Coopersmith, 1967; Schwarz, 2010). People with high self-esteem are happier and more effective at meeting environmental demands (Coopersmith, 1967). On the other hand, low self-esteem is characterized by a negative view of oneself, feeling useless, and unloved, and allowing feelings of their weaknesses to dominate feelings about themselves (Sorensen, 2006).

The development of a person's self-esteem is different for each individual. This is influenced by several factors, including a sense of mastery, emotional stability, extraversion, conscientiousness, low risk-taking, and physical health (Robins, et al, 2007; Myers, Willse, & Villalba, 2011). Gender also affects the development of a person's self-esteem. Men tend to have higher self-esteem than women (Birndrof, Ryan, Auinger, & Aten, 2005). Based on teaching experience, it appears that students have low self-confidence, this is shown when working on the questions given, students work on questions often done together or in groups even though the questions are individual assignments.

We know that during adolescence, there is usually a transitional period where their attitude tends to be unstable. The transition period is usually referred to as the transition from childhood to adulthood. This certainly does not help adolescents get through this period properly, resulting in various kinds of behavioral, mental, and educational disorders.

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) in its development is formed from the results of individual interactions with the environment and for a number of awards, acceptance and understanding of others towards him. Some of the factors that influence self-esteem include:

a. Gender

According to Ancok, Faturochman, & Sutjipto (1988), women always feel their self-esteem is lower than men such as feelings of inadequacy, lack of

self-confidence, or feeling that they must be protected. This may be due to the different roles of parents and society's expectations for both men and women. This opinion is the same as Coopersminth's research (1959) which proved that women's self-esteem is lower than men's self-esteem.

b. Intelligence

Intelligence as a complete picture of individual functional capacity is closely related to achievement because the measurement of intelligence is always based on academic ability. According to Coopersmith (1959) individuals with high self-esteem will achieve higher academic achievements than individuals with low self-esteem. Furthermore, it is said that individuals with high self-esteem have better intelligence scores, better aspiration levels, and always try harder.

c. Physical condition

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d. Family environment

The role of the family is very decisive for the development of children's self-esteem. In the family, for the first time, a child gets to know the parents who educate and raise him as well as the basis for socializing in a larger environment. Families must find a basic condition to achieve the development of good self-esteem in children. Coopersmith argues that fair treatment, giving opportunities to be active, and educating democratically will give children high self-esteem. In this regard, Savary argues that the family plays a role in determining the development of children's self-esteem. Parents often give punishments and prohibitions without reason can cause children to feel worthless..

e. Social environment

Klass and Hodge (1978) argue that the formation of self-esteem starts with someone who realizes he is valuable or not. This is the result of environmental processes, appreciation, acceptance, and other people's treatment of him. Meanwhile, according to Coopersmith (1959), there are several changes in self-esteem that can be explained through the concepts of success, values, aspirations, and self-defense mechanisms. This success can arise through experience in the environment, success in certain fields, competition, and good values.

Adversity Question

According to language, the word adversity comes from English which means failure or misfortune (Echols & Shadily, 2005). Adversity itself, when interpreted in Indonesian means difficulty or misfortune, and can be interpreted as a condition of unhappiness, difficulty, or unlucky. According to Rifameutia (in Hawadi, 2004), the term adversity in psychological studies is defined as a challenge in life.

Stoltz (2000) says that adversity intelligence (adversity quotient) has a meaning as the ability that a person has to try hard to overcome difficulties so that it does not have a profound impact on one's efforts in living his life. Adversity was first put forward by Stoltz with the term adversity quotient, which is a person's intelligence in facing difficulty with diligence and persistence while sticking to principles and desires.

Adversity quotient is a psychological concept about intelligence to determine the ability to deal with difficulties that hinder a person, Adversity Quotient plays an important role in predicting how far a person can survive in the face of difficulties and how much ability to overcome these problems (Stoltz, 2000). The term Adversity quotient (AQ) in psychology is defined as a challenge in life. The Adversity quotient theory put forward by Stoltz (2000) is the most important breakthrough in human understanding of what is needed for and increases self-confidence, as well as the ability to deal with anything that carries risks and get out of unpleasant conditions.(Auli, 2012).

According to Yoga (2016), the Adversity quotient is a complete description of how humans deal with adversity. While in reality, difficulty is something that most people avoid, in Adversity Quotient it is a challenge that will make each one better.

RESEARCH METHODOLOGY

The population is the entire research object. If someone wants to examine all the elements in the research area, then the research is a population study. The study or research is also called population study or census study (Arikunto Suharsimi, 2013). In this study, the population was all students of MTSN 3 Surabaya with a total of 853 students, while the sample of this study was students of class VIII MTSN 3 Surabaya with a total of 284 students. The reason for using class VIII is because it is seen as representing the research sample to be used as a research sample. Grade VIII students are generally in the age range of 13-16 years. According to Monks, Knoers, and Haditomo (2004) adolescence lasts between the ages of 12-21 years

Technique data collection is a way to obtain the required data. In accordance with the above research methods, researchers used data collection techniques consisting of. (1) Observation, (2) Questionnaire, (3) Documentation. Data analysis techniques used Data analysis used in this study using statistical analysis. The data analysis technique used in this study is regression analysis. Before carrying out the regression analysis, an assumption test or prerequisite test is carried out.

RESULT AND DISCUSSION

The results of the data show that the first hypothesis which states that there is a relationship between self-esteem and the Adversity Quotient with learning independence in MTSN Surabaya students is "accepted", the results of research conducted by researchers show that the higher the self-esteem and Adversity Quotient of MTSN Surabaya students, the higher the independence A person's learning, and vice versa, the lower the Self-Esteem and Adversity Quotient of MTSN Surabaya students, the lower their Learning Independence. This shows that these results support the concept that is the background of this research.

Learning independence is one of the basic human needs, namely the need for self-realization (self-actualization) and is the highest need for humans (Maslow, in Munandar, 2009). Basically, everyone is born into the world with creative potential. Independent Learning can be identified (identified) and fostered through proper education (Munandar, 2009).

Based on the test results, the value of t < 0.05 is obtained, so the second hypothesis states that there is a positive relationship betweenPridewith learning independence in MTSN Surabaya students "accepted", the results of research conducted by researchers showed that the higher the self-esteem of the MTSN Surabaya students, the higher the individual's Learning Independence, and vice versa, the lower the self-esteem of MTSN Surabaya students, the lower it is Learning Independence. This shows that these results support the concept that is the background of this research.

Students who have high self-esteem are able to think creatively and foster curiosity so they are able to form high learning independence, they can imagine and do things according to what is in their minds, besides that they can also find things that have never existed. beforehand, so they can direct themselves to do something positive and useful for everyone. Creative people seem to have never lost their heads to produce new ideas, or interesting activities that have never been done and find new goals they want in the future.(Suharnan, 2011)

Confidence is a very important attitude in humans. Someone who doesn't have self-confidence can do much in doing something, what should be done sometimes people don't have the confidence that they can, then they won't do it. People who have high self-esteem will do according to what they believe. But a person who has no self-esteem will not be able to make assumptions to do something. The assumptions that exist within will cause fear, anxiety and indecision so that it will hinder the feeling of wanting to move forward and succeed. Students who have high confidence will be able to solve problems in every job.

Prideis important in Independent Learning. Self-esteem can be a driving force or even a inhibiting factor for Independent Learning. To be a creative person one must have high self-esteem in order to be able to defend his argument logically and benefit everyone. Based on the test results, the value of t> is obtained from 0.05, so the third hypothesis states that there is a positive relationship betweenAdversity Quotientwith learning independence in MTSN Surabaya students "not accepted", the results of

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research that Adversity Quotient has no real influence on student learning independence. So that the Adversity Quotient value does not affect a person's independence.

Advertisement Questionin psychology is defined as a challenge in life. The Advertasy Question theory put forward by Stoltz (2000) is the most important breakthrough in human understanding of what is needed for and increases self-confidence, as well as the ability to deal with anything that carries risks and get out of unpleasant conditions (Aulia, 2011). From this study it was found that there was no real link between the Advertasy Question and learning independence. This could indicate a change in the Advertasy Question that occurred in a child and this could be influenced by other factors that the researchers did not yet know. In this study, the contribution of the two independent variables Self-esteem and Adversity Quotient to student learning independence is 5%, the remaining 95% is influenced by other variables not examined in this study. Munandar (in Zulkarnain, 2002) states that the factors that influence Learning Independence can be thinking skills and personality traits that interact with certain environments. Thinking ability factors consist of intelligence (intelligence) and enrichment of thinking material in the form of experience and skills. Personality factors consist of curiosity, self-esteem and self-confidence, independence, risk-taking and assertiveness (Kuwato, in Zulkarnain, 2002).

CONCLUSION

Based on several influencing factors, indirectly self-esteem and advertasy questions are factors that determine learning independence in MTSN 3 Surabaya students. In this study, self-esteem and advertasy questions with learning independence were investigated. Surabaya . Subject population in this study were class VIII students with a population of 284 students, the number of samples taken was 126 students.

Based on data analysis and discussion of the results of research conducted on class VIII students at MTs Negeri 3 Surabaya for the 2022/2023 Academic Year, the following conclusions can be drawn: There is a relationship between Self-Esteem and Adversity Quotient with learning independence in Madrasah Tsanawiyah Negri 3 Surabaya students " accepted", the results of research conducted by researchers showed that the higher the self-esteem and Adversity Quotient of MTSN 3 students, the higher the student learning independence, and conversely, the lower the self-esteem and Adversity Quotient of MTSN 3 students, the lower the student learning independence. 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 quetient with learning independence. The influence of self-esteem and advertising quetient 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-Table = 3.07 Fhit > from F-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-Table = 3.07 Fhit > from F-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-Table = 3.07 Fhit > from F-table = 226> 3.07 proved to be significant.

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