Dinamika Pendidikan

Effects of Achievement Motivation, Self-Efficacy, and Self-Concept on the Adversity Quotient

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Abstract

This study was conducted to determine and analyze the adversity quotient in economic education students with factors that affect the adversity quotient, including achievement motivation, self-efficacy and self-concept. All of these factors can be influenced by a person's self-concept. The approach used, quantitative methods. The population of this study is students of Economic Education, Faculty of Economics and Business, Universitas Negeri Semarang with a total of 437 students. The sampling technique uses non-probablity sampling. The results showed that there is an influence of prestige motivation on adversity quotient, there is an influence of self-efficacy on adversity quotient, there is no influence of self-concept in strengthening the influence of achievement motivation on adversity quotient, there is an influence of self-concept in weakening self-efficacy on adversity quotient. The suggestion for this study is that students must maintain their achievement motivation and self-efficacy and control their self-concept in order to overcome all difficulties and achieve what they aspire to.

How to Cite

Astuti, D. P., Widiatami, A. K., & Susanti, A.(2023).Effects of Achievement Motivation, Self-Efficacy, and Self-Concept on the Adversity Quotient.*Dinamika Pendidikan*, 18 (1), 110-120.

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INTRODUCTION

Education is an important factor affecting the progress of a country. The quality of human resources is formed through the educational process, the more qualified the human resources in a country, the more advanced a country will be. Education does not only aim to develop skills / abilities, but also to instill personality values as human beings with good morals and character. Students have an important role in determining the success of the educational process. Education can be successful if students] internally have a high motivation or desire to struggle in learning and accept learning. When students accept learning that is considered difficult, and there is no desire to face or resolve these difficulties, the educational process will be hampered (Saeid & Eslaminejad, 2017).

Adversity Quotient (AQ) is an individual's intelligence in overcoming difficulties that arise. Adversity Quotient tells how long a person is able to endure adversity and overcome it (Saeid & Eslaminejad, 2017). Adversity Quotient in students will greatly affect the perspective in facing various challenges because students who already have an adversity quotient will not easily give up (Hasan et al., 2017; Sugiarti et al., 2020). Students who have an adversity quotient will view difficulties as a personal responsibility that must be faced and resolved independently (Cesarini et al., 2020; Hidayat et al., 2018). In the world of education, it is natural that there are students who have a higher level of intelligence than other students. Intelligence is seen as something relative, because the intelligence of each individual is different.

The low adversity quotient of students illustrates the low ability of students to face difficulties. This not only has a negative impact on educational progress, but on the students themselves. Self-consistency to continue to excel also decreases in line with the low ability of students to overcome the difficulties they face (Nurhayati & Fajrianti, 2015; Schunk, 1995). In the learning process, indivi-

duals who have a high level of adversity quotient will tend to be able to overcome the difficulties they face. After the various difficulties facing them can be resolved, students must be able to be consistent in order to stay focused on doing their main task as students, namely learning (Wang et al., 2021).

Adversity quotient in students will greatly affect students' perspectives in facing various challenges in the future because students who already have adversity quotient will not easily give up (Hasan et al., 2017). This can be a basic capital for students, especially when students will grow up with more complex problems (Hasan et al., 2017; (Nurwahid et al., 2023). Various problems that arise will not shake someone who has adversity quotient (Choompunuch et al., 2021). A person with adversity quotient will struggle harder and harder to achieve success (Kartikaningtyas et al., 2018; Gusta et al., 2022).

Adversity intelligence is not permanent or innate, so that adversity quotient can be improved, namely by strengthening the factors that affect the adversity quotient (Putra et al., 2016) . Prasetyawati & Virlia (2019) found that the spiritual dimension, which includes belief in God, search for meaning, mindfulness, feeling of security, is a factor that affects the adversity quotient. Wijayanti & Rozali (2018) mentioned that there were internal and external factors that affected the adversity quotient. These internal factors include talent, genetics, desire and will/motivation, character and personality, health, level of intelligence both intellectually and emotionally, and self-efficacy. While the external factors include the environment and education. Factors that affect the adversity quotient, namely the religiosity factor that makes a person patient and calm in dealing with problems, the existence of a strong motivation or will in oneself, the belief in one's own abilities, needs and satisfaction factors, modeling from parents, and environmental demands.

Self-efficacy can be defined as self-confidence in one's abilities. The existence of confidence in oneself that individuals are able to

complete tasks well will have optimism and high fighting spirit to complete them. Students with optimism (self-efficacy) will view difficulties as a challenge that must be faced and resolved as well as possible. High optimism will certainly encourage students not to give up easily and despair, students will continue to try, find ways, develop strategies and improve themselves in order to achieve what has been targeted (Muslimah & Satwika, 2019).

Students who have high self-efficacy in a difficult task are able to generate preoccupation (intrinsic motivation) in doing a task. Students can enjoy their work because they have good self-efficacy. In the end, this condition can bring up the fighting spirit (adversity quotient) in students. As the results of (Wijayanti & Rozali, 2018) research which proved that self-efficacy had a strong and significant positive correlation with adversity quotient with a correlation value of 0.755. However, Saidah & Aulia (2014) in their research stated that there was no significant relationship between self-efficacy and one's adversity quotient. The effect of self-efficacy on the adversity quotient in his research was very small, which was only 0.066%. He mentioned that there were other factors that affected the adversity quotient, such as education, parenting and the environment.

Another factor that affects adversity quotient is achievement motivation. Achievement motivation is the driving force that allows a person to succeed in achieving what he wants. Someone who has high achievement motivation tends to always try to achieve what he wants despite experiencing obstacles and difficulties in achieving it. Achievement motivation that a person has ideally is always progressive so that it will accelerate what is desired (Toding et al., 2015). Farisuci et al., (2019) in his research proved that there was a positive and significant relationship between achievement motivation and adversity quotient.

This was also supported by the research of Putra et al. (2016) and Armadani & Laksmiwati (2022) which proved that there was a strong and significant positive relationship

between achievement motivation and adversity quotient with a correlation level of 0.75. However, the study of (Sholichah & Dwi, 2020) stated that achievement motivation had no significant effect on mental toughness, which reflected the adversity quotient. Mental toughness is defined as the ability to stay focused, persevere, and struggle in stressful situations. According to (Sholichah & Dwi, 2020) mental toughness can be formed by increasing practice and supported by self-efficacy.

Based on previous research that has been described, it shows that there are inconsistencies in the results, whether it is influential or not, strong or weak, the research variables of achievement motivation and self-efficacy. The researcher presents self-concept as a moderating variable of adversity quotient. Self-concept is an organized collection of beliefs and self-perceptions about oneself, in other words, self-concept works as a basic schema (Harahap & Pranungsari, 2020; (Mardiana & Amalia, 2022). Self-concept in individuals can change behavior to be positive or negative (Harahap & Pranungsari, 2020). The hope that the self-concept is a reference in behavior will change the pattern of thinking in a person to be more organized and directed, so that each individual is able to overcome any problems that arise in him.

Factors that cause adversity quotient such as achievement motivation and self-efficacy will affect a person in dealing with every problem. It's different if teenagers have a good self-concept. The existence of self-concept can strengthen achievement motivation and self-efficacy in students. Burns (1993) in Novilita & Suharnan (2013) suggested that the existence of a positive self-concept can strengthen a person's self-confidence so that it can motivate him to continue to fight for a better future.

Based on the description above, this study aims to determine and analyze the effect of achievement motivation on the adversity quotient, the effect of self-efficacy on the adversity quotient, and the effect of self-concept in moderating the effect of achievement motivation and self-efficacy on the adversity quotient.

Based on previous research, several hypotheses were obtained as follows: (H1) Knowing and analyzing the effect of achievement motivation on the adversity quotient of economic education students; (H2) Knowing and analyzing the effect of self-efficacy on the adversity quotient of economic education students; (H3) Knowing and analyzing the influence of self-concept in strengthening the influence of achievement motivation on the adversity quotient of economic education students; (H4) Knowing and analyzing the influence of self-concept in strengthening the influence of self-efficacy on the adversity quotient of economic education students.

METHODS

This research used a quantitative approach with a case study. The research began with data collection, then compiled, analyzed and synthesized to be concluded and presented in the form of a report. The population of this study were 437 students of economic education Faculty of Economic Universitas Negeri Semarang. All populations in the study were sampled. The population in this study was selected purposively, meaning that the selection of subjects was based on certain objectives or characteristics related to the focus of this research problem.

Data collection techniques used in this study is questionnaires. Questionnaires are divided into four variables indicators. The validity and reliability test used SPSS version 26. The analysis technique used the absolute difference test which also used SPSS version 26. The variable indicators of adversity quotient, achievement motivation, self-efficacy, self-concept was described in Table 1.
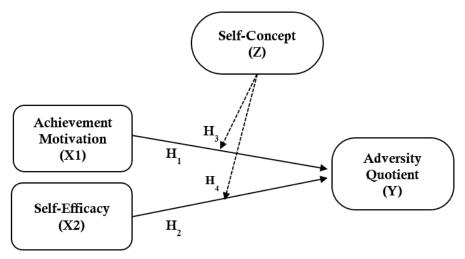

Figure 1. Thinking Framework

Table 1. Variable Indicators

Variable	Indicator
Adversity Quotient	1. Control
	2. Origin dan Ownership
	3. Reach
	4. Endurance
Achievement Motivation	1. Passion and desire to succeed
	2. Encouragement and Need
	3. Future Hopes and Aspirations
	4. Appreciation

Variable		Indicator
Self-Efficacy	1. Level 2. Generality 3. Strength	
Self-concept	Positive Assessment	1. Confident you can resolve the issue 2. Equal to others 3. Not ashamed to receive compliments 4. Able to improve yourself 5. Realizing that society has value
	Negative Assessment	1. Sensitive to criticism 2. Responsive to compliments 3. Not willing to admit the strengths of others 4. Pessimistic in competition 5. Feeling disliked

RESULT AND DISCUSSION

Normality Test

The exposure results of the Normality Test Table can be known that the value of Asymp. Sig. (2-tailed) of 0.604. The research data taken from the sample has been representative of the population. Based on the results of the normality test, it can be concluded that it is normally distributed because the values are 0.604 > 0.05.

Tabel 2. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstd. Residual
N		100
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	3.00065535
Most Extreme Differences	Absolute	.076
	Positive	.036
	Negative	-.076
Kolmogorov-Smirnov Z		.764
Asymp. Sig. (2-tailed)		.604
a. Test distribution is Normal		
b. Calculated from data		

Source: Processed data (2022)

Multicollinearity Test

Based on the Multicollinearity Test Table it is known that all independent variables have a tolerance value of > 0.1. Similarly, the VIF value shows the same thing, all independent variables that have a VIF value < 10. The results of the Multicollinearity Test Table can be concluded that there is no multicollinearity between independent variables in the regression model.

Heteroskedakticity Test

The heteroskedakticity test is performed using the glacier test seen in the Heteroskedakticity Test Table. The results of the Sig. value for each variable in the Heteroskedakticity Test Table show a value of more than 0.05. This means that heteroskedakticity does not occur. Statistical testing with classical assumption testing models through normality test results, multicollinearity tests and heteroskedakticity tests has been carried out. Based on the results of these tests, the regression model in this study can be said to be BLUE. The results of the regression analysis of moderating variables using the absolute difference method can be seen in the Table 5.

The regression equation formula from the absolute difference test results:

$$= + \beta_1 Zx_1 + \beta_2 Zx_2 + \beta_3 ABSx_1M - \beta_4 ABSx_2M$$
$$= 38.419 + 2,466\ Zx_1 + 0.846\ Zx_2 + 0.693\ ABSx_1M - 1,282\ ABSx_2M$$

Table 3. Multicollinearity Test

	Coefficients[a]							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics		
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	-.736	3.912		-.188	.851		
1 X1	.571	.096	.484	5.943	.000	.763	1.310
X2	.063	.070	.070	.897	.372	.834	1.199
M	.321	.082	.317	3.898	.000	.764	1.309
Dependent Variable: Y							

Source: Processed data (2022)

Table 4. Heteroskedakticity Test

	Coefficients[a]				
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.374	2.339		1.442	.152
1 X1	-.043	.057	-.087	-.747	.457
X2	.039	.042	.104	.934	.353
M	-.019	.049	-.045	-.392	.696
Dependent Variable: ABS_RES					

Source: Processed data (2022)

Table 5. Results of Regression Analysis with Absolute Difference Test

	Coefficients[a]				
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	38.419	.578		66,424	0.000
Zscore(X1)	2.466	.573	.350	.361	0.000
1 X2)	0.846	.197	2.346	ABSX1_M	0.021
.538	0.693	.108	ABSX2_M	1.287	-1.282
0.201	.	7.045	Zscore	(2.417	0.018
a. Dependent Variable: Y					

Source: Processed data (2022)

The values of X1 and X2 were standardized values (Zscore of each variable), while the values of X1-M | and X2-M | were interactions measured by the absolute value of the difference between X1 and M and X2 with M. The test criteria were to see the significance value. If the significance value is more than 0.05 then the hypothesis is not supported or rejected. Conversely, if the significance value is less than 0.05 then the hypothesis is supported or accepted.

Hypothesis Testing Results

Based on the results in table 5, it can be concluded that: achievement motivation had a significant effect on adversity quotient with a regression coefficient value of 2.466 and p-value below 0.05, which was 0.000 (H1 Accepted). Self-efficacy had a significant effect on adversity quotient with a regression coefficient value of 0.846 and a p-value below 0.05, which was 0.021 (H2 Accepted). Self-concept did not moderate the relationship between achievement motivation and adversity quotient where the p-value was more than 0.05, which was 0.201 with a regression coefficient of 0.693 (H3 Rejected). Self-concept moderated the relationship between self-efficacy and adversity quotient where the p-value was less than 0.05, which was 0.018 and the regression coefficient was -1.282. This showed that self-concept weakened the relationship between self-efficacy and adversity quotient (H4 Accepted).

Effect of Achievement Motivation on Adversity Quotient of Economic Education Students

The results showed that achievement motivation had a significant effect on adversity quotient with a positive regression coefficient, where if student achievement motivation is high, then the adversity quotient is also high. Vice versa, if the student's achievement motivation is low, it shows the low levels adversity quotient. Students who have achievement motivation will tend to increase their enthusiasm for learning to achieve the expected success.

They will try hard to do every task well and face any difficult challenge. In contrast to those who do not have achievement motivation, they will tend to avoid difficult tasks, and prefer easy tasks or do difficult tasks with nothing (Farisuci et al., 2019). Economic education student who has achievement motivation, he has high ambition and from that ambition, it will be used to try to beat everything through his courage and determination.

Putra et al., (2016) in his research also proved that achievement motivation had a significant positive effect on adversity quotient. Achievement motivation encourages a person to never give up and despair in achieving future dreams. Achievement motivation leads them to continue to learn and develop skills/abilities in order to compete and not be left behind. Students with high achievement motivation, when they have difficulty understanding the learning material, they will independently study it until they can and look for various information that makes it easier for them to understand the learning material (Bawa & Juliawan, 2019). This will certainly have a positive impact on students in the future, where students will get used to finding ways to solve the difficulties they face. Individuals with high achievement motivation will be more creative and adaptive, accept failure as a lack of effort, so that when they experience failure they will try again and again until they succeed.

Effect of Self-Efficacy on Adversity Quotient of Economic Education Students

The results of the analysis showed that the significance value in the relationship between self-efficacy and adversity quotient of economic education students was below 0.05 with a regression coefficient of 0.946. This showed that there was a positive and significant effect between self-efficacy and adversity quotient. Someone who has strong self-efficacy will certainly have the confidence that he can face all challenges and problems so that it will encourage that person to keep fighting. Economic education students with self-efficacy will not avoid and hide, they actually ap-

proach the difficulties they face because they believe they can overcome them. It is this strong foundation of belief that affects his fighting spirit. This was in line with the research of (Saidah & Aulia, 2014) whose results also showed that there was an effect of self-efficacy on the adversity quotient. The potential effect of self-efficacy becomes stronger on the adversity quotient of economic education students.

Muslimah & Satwika (2019) stated that intellectual intelligence alone cannot lead a person to success if it is not accompanied by a high commitment to fight for it. Individuals who have high intellectual intelligence, but when faced with difficult situations he prefers to stop trying and give up because he does not have self-efficacy, then of course he will fail and just as well he has wasted his intellectual intelligence. In contrast to an individual who has a high fighting spirit, even though he does not have a high IQ, he never stops trying because he believes that he can, so in the end he will achieve what he has worked for. This shows that self-efficacy will encourage someone to have a high fighting spirit to achieve a dream.

Effect of Self-Concept in Strengthening the Effect of Achievement Motivation on Adversity Quotient of Economic Education Students

The test results showed that the regression coefficient had a value of 0.693 but with a significance value of 0.201> 0.05. This means that the self-concept variable as a moderating variable strengthened the effect of achievement motivation on the adversity quotient but was not significant, so the hypothesis was rejected. There was no effect of self-concept in strengthening the effect of achievement motivation on the adversity quotient of economic education students. The results of this study were in line with the results of research by (Cesarini et al., 2020) that self-concept did not have a significant effect on achievement motivation. Self-concept raises thoughts about his ability to deal with problems. Their evaluative implications are stronger in their self-concept.

The results of this study were reinforced by the results of research by (Hulaikah et al., 2020) which showed that there was no correlation between self-concept and achievement motivation. It was stated that the reason for the lack of correlation could be because it was affected by various characters, backgrounds, situations and expectations. Economic education students who have high achievement motivation will continue to struggle and try to overcome all the difficulties they face without being affected by their self-concept. They focus on the drive to be able to achieve what they want. Based on the study, the results showed that achievement motivation could affect the adversity quotient of economic education students without being successfully strengthened by self-concept.

Effect of Self-Concept in Strengthening Self-Efficacy on Adversity Quotient of Economic Education Students

The results showed a significance value of 0.018 <0.05 but with a regression coefficient of -1.282. A negative value in the regression coefficient means that self-concept actually weakened the effect of self-efficacy on the adversity quotient. People partially rely on social comparison when measuring their ability to achieve expected goals. When there are other people who are considered to have more abilities than him, it will weaken their confidence in themselves. As a result of weakening self-efficacy, it will weaken their fighting spirit in achieving what they want. The self-concept raises the thought of evaluating himself personally which raises questions and worries about his abilities.

The results of this study were in line with research from Park & Ko (2017); Afifah & Fatmahanik (2022) which showed that between students' perspectives on self-concept, physical activity had a more negative impact on self-efficacy because self-concept was a social product resulting from the interaction and judgment of others. Negative feedback can lead to decreased self-efficacy and decreased interest in engaging again with difficult

situations. In general, people adjust their expectations about their abilities based on the feedback they get from others. When feedback from others differs from the way we view ourselves, additional cycles can develop that have an impact on self-efficacy and self-concept.

Economic education students who have self-efficacy are affected by their self-concept, consequently weakening their confidence to get out of difficulties and their fighting spirit in reaching their dreams. The results of the research of Céspedes et al. (2021) also revealed that the results of the regression coefficient was negative from self-concept on self-efficacy. Based on this research, it means that self-concept weakened self-efficacy. According to the above research's findings, the student adversity quotient is significantly influenced by achievement drive, self-efficacy, and self-concept. In order to be able to compete and deal with challenges in daily life, it is important to make efforts to boost accomplishment motivation, self-efficacy, and self-concept.

CONCLUSION

Based on the explanation of the research results above, it can be concluded that there was a significant effect of achievement motivation on the adversity quotient of economic education students, self-efficacy had a significant effect on the adversity quotient of economic education students, self-concept could not moderate the effect of achievement motivation on the adversity quotient of economic education students, However, self-concept had a role in weakening the relationship of self-efficacy to the adversity quotient of economic education students. Then, suggestions that can be submitted for research related to research results are as follows. Economic education students are expected to maintain and increase achievement motivation by being disciplined in learning, strengthening self-efficacy by increasing self-efficacy, and increasing resilience and independence in the face of adversity. Economic education students are also expected to be able to control their self-con-

cept, understand themselves well so that they can grow an optimistic attitude and believe in their own abilities. Furthermore, universities and lecturers are expected to provide various stimuli and awards as well as guidance so that economic education students can increase achievement motivation and self-confidence.

Based on the study's findings, the author advises conducting a larger investigation into the variables that may contribute to students' learning difficulties. It is also advised that you can improve or change this research so that it can result in something beneficial generally for the development of education and especially for dealing with issues so that they can become possibilities for students.

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