The Effect of Self-Confidence, Adversity Quotient, and Self-Regulated Learning on Learning Motivation

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Abstract

This study aims to analyse: (1) The effect of self-confidence on learning motivation; (2) The effect of adversity quotient on learning motivation; and (3) The effect of self-regulated learning on learning motivation in economics subject for Class XI Social Sciences at Public High School 2 Purbalingga in the 2022 / 2023 academic year. The population in this study were all Class XI Social Sciences students at Public High School 2 Purbalingga for the 2022 / 2023 academic year. Sampling in this study used a proportionate stratified random sampling technique of 144 respondents. The data analysis technique used was multiple linear regression analysis with the SPSS version 23 program. The data collection method used questionnaires and interviews. Based on the results of research and data analysis, it can be concluded that self-confidence has a positive effect on learning motivation, adversity quotient has a positive effect on learning motivation, and self-regulated learning has a positive effect on learning motivation.

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INTRODUCTION

Education in Indonesia has experienced many changes during the period from March 2020 to early 2022. One of the contributing factors was the COVID-19 pandemic which required education to undergo changes to adapt to current conditions, so that learning continued. The adjustments made were in the form of implementing online learning. However, in early 2022, there was a decrease in COVID-19 cases in Indonesia, so learning changed back to face-to-face learning.

This condition was not fully able to run optimally. In research of Syarifuddin et al. (2021), it was also explained that the results of online learning were still not maximised, both in the activeness of students, doing assignments, and mastery of the material. Material that has not been well mastered during online learning has an impact on face-to-face learning that is currently taking place, so it is necessary to revive the enthusiasm of students so that they are motivated in face-to-face learning.

According to the survey results of the Program for International Student Assessment (PISA) (2015) quoted from oecd.org/pisa regarding the involvement, trust, and motivation of students, of the 70 countries ranked by PISA, Indonesia ranks 62nd in the world. This data shows that Indonesian students have low learning motivation. In addition, it was stated by the Indonesian Ministry of Education and Culture as quoted from kemdikbud.go.id that the application of distance learning in the long term has an impact on reducing learning motivation and the psychological state of children.

Public High School 2 Purbalingga is one of the schools in Purbalingga which has started implementing the face-to-face learning method 100% in full since April 2022. Based on a preliminary study conducted on 117 students of Class XI Social Sciences at Public High School 2 Purbalingga for the 2022/2023

academic year, the results obtained were 68 students or 58.12% said that their learning motivation was low. There were several reasons that caused low student motivation to learn, such as rarely asking questions about the material being studied, not being optimal in doing the assignments given and spending a long time on challenging economic assignments, lack of confidence when doing assignments, doubting their abilities, as well as feeling worried when facing the upcoming tests/exams.

One of the factors causing the low learning motivation of Class XI Social Sciences students at Public High School 2 Purbalingga for the 2022/2023 academic year is self-confidence. Confidence is a belief when doing something with an object, namely personal characteristics, which contains confidence in one's own abilities. With self-confidence, someone is not afraid to do something with the expertise they have. If someone lacks confidence, they will face many problems that arise in them. To achieve all potential, one needs self-confidence.

According to research conducted by Usman et al. (2021), self-confidence positively affects students' motivation to learn. This shows that, the higher the self-confidence, the higher the motivation of students to learn. Accordingly, Ramli et al. (2021) also said that self-confidence significantly affects students' motivation to learn. Different from Julian et al. (2021) who did not find a significant relationship between learning motivation and students' self-confidence. Khaeruman and Saleh (2016) also said that students' self-confidence does not affect learning motivation.

In addition to the self-confidence factor, there are other factors that influence students' motivation to learn, namely the adversity quotient (adversity intelligence). Someone with a high adversity quotient will not give up when experiencing a problem and will turn the problem into an opportunity to achieve goals and success. Students with a high adversity quo-

tient will be more motivated to work harder and will not easily give up when they encounter a task considered difficult to do.

The results of previous research indicate that the adversity quotient significantly affects students' learning motivation (Novita et al., 2021). Accordingly, Samsilayurni et al., (2022) also found that the adversity quotient positively affects learning motivation.

In addition to self-confidence and adversity quotient, there is another factor that influences students' motivation to learn, namely self-regulated learning. Schunk and Di-Benedetto (2020) explained that self-regulated refers to thoughts, feelings, and behaviours that are self-generated systematically and are oriented towards achieving one's goals. Bandura's social cognitive theory reveals that individuals use self-regulatory abilities to increase wellbeing and a sense of agency.

Everyone must have a purpose in life. In order for these goals to be achieved, what must be done is to focus on these goals and carry out self-regulation well. The ability to self-regulate is needed so as not to cause problems that can hinder the achievement of a goal. The results of previous research indicate that self-regulation directly and positively affects students' learning motivation (Aqzayunarsih et al., 2019). Self-regulated learning makes learning more meaningful and useful for controlling what students do and how to do it. Students become more active in the learning process so they become more motivated (Ortiz-Ordoñez et al., 2015).

In contrast to research from Solichin et al. (2021) which states that self-regulated learning significantly and negatively affects students' motivation to learn. Cetin (2015) did not find a relationship between GPA and academic motivation with self-regulated learning.

Based on the explanation above, research needs to be done on the problem of self-confidence that students have when participating in learning, adversity quotient or students' fighting power during the learning process, and self-regulated learning carried out by students, as well as their effects on

students' learning motivation after the CO-VID-19 pandemic at Public High School 2 Purbalingga. The purpose of this study was to analyse: (1) The effect of self-confidence on learning motivation in economics subject for Class XI Social Sciences at Public High School 2 Purbalingga in the 2022 / 2023 academic year; (2) The effect of the adversity quotient on learning motivation in economics subject for Class XI Social Sciences at Public High School 2 Purbalingga in the 2022 / 2023 academic year; (3) The effect of self-regulated learning on learning motivation in economics subject for Class XI Social Sciences at Public High School 2 Purbalingga in the 2022 / 2023 academic year.

The scope of this research is, based on the background and research objectives, namely, in order to easily obtain data and information, the researchers limited the problems studied to learning motivation in economics subject for Class XI Social Sciences at Public High School 2 Purbalingga in the 2022 / 2023 academic year. Then, this research is more optimised to discuss the factors that have the most influence on this research so as to limit the research problems, namely the following problems: (1) self-confidence; (2) adversity quotient; and (3) self-regulated learning.

Several previous studies have been conducted including Usman et al. (2021) who analysed the effect of parental social support and self-confidence on students' learning motivation. The similarities with this research are that both analyse the effect of self-confidence on learning motivation, while the difference lies in other independent variables and research subjects. The research was conducted at Public Vocational High School 1 Pasmah Air Keruh, while this research was conducted at Public High School 2 Purbalingga in Class XI Social Sciences.

Furthermore, research by Samsilayurni et al. (2022) who analysed the effect of intellectual intelligence and adversity quotient on learning motivation at Public Vocational High School 1 Pasmah Air Keruh. The similarities with previous research are that they both ana-

lyse the effect of adversity quotient on learning motivation. Meanwhile, the difference is the analytical tool used. Previous research used simple linear regression analysis, while this research used multiple linear regression analysis.

Research of Mustofa et al. (2019) analysed the correlation between learning motivation and independent learning. The similarities with previous research are that they both analyse self-regulated learning on learning motivation. Meanwhile, the difference lies in the research subject, where previous research was conducted in Class X Natural Sciences 9 at Public High School 1 Tasikmalaya City, while this research was in Class XI Social Sciences at Public High School 2 Purbalingga.

Motivation in Indonesian is the motive or effort made by an individual that encourages the individual to act and move (Asrori, 2020). Motivation is a driving force for someone to fulfil needs by doing actions and changing behaviour for the better (Maunah, 2014: 98), while learning according to Uno (2021) is the process of changing an individual's personality as a result of communication through formal, informal, and non-formal means between the individual and the surrounding environment. Learning motivation according Uno (2021) is internal and external encouragement for students who are learning to change personality, usually supported by indicators or supporting elements. In addition, learning motivation refers to the will, needs, desires, and encouragement of students to participate and succeed in the learning process (Feng et al., 2013).

Factors that influence motivation to learn according to Wulansari et al. (2019) namely confidence. According to Rohman and Karimah (2018), factors that influence the low motivation of students to learn namely: (1) intelligence; (2) study habits; (3) place of study; (4) time; (5) facilities and infrastructure; (6) physical function; (7) emotional and health; as well as (8) parents, teachers, and friend factors. Solichin et al. (2021) stated that learning

motivation is also determined by the ability of students to organise themselves while learning (self-regulated learning). Sardiman (2014: 85) said the functions of motivation are: (1) selecting actions; (2) determining the steps to achieve the goal; and (3) motivating individuals to act. Meanwhile according to Hamalik in Mardianto (2016), motivation functions namely: (1) as a driving force; (2) encouraging the emergence of activities or actions; and (3) as a director. In general, motivation is divided into two, namely intrinsic motivation and extrinsic motivtion. Santrock (2014) stated that intrinsic motivation is a drive from within, namely doing something for the purpose itself. Santrock (2014) defined extrinsic motivation as motivation that causes someone to do something in order to get something else outside of the activity being carried out.

Confidence is a person's positive attitude towards their strengths and weaknesses, as well as the belief that they can do something with their abilities (Usman et al., 2021). According to Radyuli et al. (2020), confidence is part of a person's personality with its main function, which is realising one's potential. Ghufron and Risnawita (2012) stated that self-confidence is a person's mental attitude through an assessment of themself and the surrounding environment, so that they are confident in their abilities to do something according to their abilities. Factors that influence individual self-confidence are: (1) self-concept; (2) self-esteem; (3) experience; and (4) education. Lauster in Ghufron and Risnawita (2012) suggested that people with positive self-confidence include: (1) confident in their own abilities; (2) optimistic; (3) objective; (4) be responsible; and (5) rational and realistic.

Stoltz in Izzah (2019) proposed adversity intelligence or adversity quotient (AQ) which reflects a person's ability to deal with the difficulties or obstacles they face. Adversity quotient is a scientifically based theory that explains, measures, and reinforces how individuals respond to today's daily life challenges. (Cornista & Macasaet, 2013). According to

Stoltz in Izzah (2019), the adversity quotient component is CO2RE, namely: (1) control; (2) origin and ownership; (3) reach; as well as (4) endurance. Stoltz in Izzah (2019) revealed that the adversity quotient (AQ) can be divided into three categories, namely: (1) climber; (2) camper; and (3) quitter.

Suralaga (2021) defined self-regulation in learning or self-regulated learning as a process of creating and observing oneself, thoughts, feelings, and behaviour to achieve a goal. In addition, according to Solichin et al. (2021), self-regulated learning is an attempt to monitor, control, monitor, and assess abilities, strengths, attitudes, and behaviours in the learning process. Kristiyani (2016) defined self-regulated learning as a process in which a learner uses strategies that involve modifying knowledge, metacognition, and motivation.

According to Ormrod in Suralaga (2021), there are various processes in self-regulated learning, which include: (1) setting goals; (2) planning; (3) attention control; (4) application of learning strategies; (5) self-motivating strategies; (6) requests for assistance from outside when needed; (7) self-monitoring; and (8) self-evaluating. Zimmerman in Kristiyani (2016) described strategies in self-regulated learning as follows: (1) self-evaluating; (2) organising and transforming; (3) goal setting and planning; (4) seeking information; (5) keeping records and monitoring; (6) environmental structuring; (7) self-consequential; (8) rehearsing and memorising; as well as (10) reviewing records.

METHODS

The type of research used in this research is descriptive quantitative. This research was conducted at Public High School 2 Purbalingga which was held in October 2022. The population in this study were students of Class XI Social Sciences for the 2022 / 2023 academic year with a total of 216 students. The sampling technique used proportionate stratified random sampling. This is based on the provision if the members of the stratum are proportional in size. Each stratum is also represented by the sample proportionally, namely by using proportional stratified random sampling (Suliyanto, 2018). The total sample in this study was 144 students in Class XI Social Sciences 1 to XI Social Sciences 6 with a sample size of 24 students in each class.

The data collection technique used a questionnaire with a Likert scale of 1-5. Data were analysed using: (1) instrument validity (product moment correlation) and reliability tests (Cronbach's alpha coefficient); (2) classic assumption tests consisting of normality (Kolmogorov-Smirnov), multicollinearity (values of Tolerance and Variance Inflation Factor - VIF), heteroscedasticity (Glejser method), and linearity tests (ANOVA table); as well as (3) hypothesis testing consisting of multiple linear regression tests, coefficient of determination (R^2), partial test (t-test), and model accuracy test (statistical F-test). Data were analysed using SPSS version 23.

Table 1. Alternative Answer Score

Alternative Answers	Positive Statement	Negative Statement
Strongly Agree (SA)	Score 5	Score 1
Agree (A)	Score 4	Score 2
Neutral (N)	Score 3	Score 3
Disagree (D)	Score 2	Score 4
Strongly Disagree (SD)	Score 1	Score 5

Source: Processed data, 2022

Table 2. Variables, Indicators, and Source

Variables and Indicators	Sources
Learning Motivation (Y) Passion and desire to succeed. Drive and need to learn. Hopes and ambitions for the future. Rewards in learning. Interesting learning activities. A conducive learning environment.	Uno (2021)
Self-confidence (X1) Belief. Optimistic. Responsible. Rational. Realistic.	Winarti et al. (2021)
Adversity Quotient (X2) Control. Ownership-Origin. Reach. Endurance.	Stoltz in Sudirman and Muttaqiyatun (2018)
Self-regulated Learning (X3) Choosing and defining a learning strategy. Determining learning objectives. Monitoring, organising, and controlling learning. Diagnosing learning needs. Viewing the difficulty of the task as a challenge. Evaluating the process and learning outcomes. Initiative to learn. Using and searching for relevant learning resources. Self-concept.	Zamnah (2019)

Source: Processed data, 2022

RESULTS AND DISCUSSION

Overview of Respondents

The characteristics of the respondents based on gender can be seen in Table 1. Based on Table 1, information was obtained that female respondents were the dominating respondents, amounting to 85 or 59.03% of all respondents. Meanwhile, male respondents amounted to 59 or 40.97% of all respondents. This is because most of the students in Class XI Social Sciences at Public High School 2 Purbalingga for the 2022/ 2023 academic year are female.

Table 3. Characteristics of Respondents Based on Gender

Gender	Number of Students	%
Male	59	40.97
Female	85	59.03
Total	144	100

Source: Processed primary data, 2022

From Table 3, it can be seen that there were 59 male respondents with a percentage of 40.97%, and 85 female respondents with a percentage of 69.03%. This shows that most of the respondents in this study were female.

Table 4. Distribution of Respondents' Answers to Learning Motivation Variable

Statement	Score					Total Score	Ideal Score	Average (%)
	1	2	3	4	5			
Item 1	3	15	58	37	31	510	720	70.83
Item 2	11	37	39	28	29	459	720	63.75
Item 3	4	13	92	25	10	456	720	63.33
Item 4	7	25	78	19	15	442	720	61.39
Item 5	10	4	29	34	67	576	720	80.00
Item 6	7	8	41	37	51	549	720	76.25
Item 7	7	16	37	29	55	541	720	75.14
Item 8	8	8	31	33	64	569	720	79.03
Item 9	4	15	56	39	30	508	720	70.56
Item 10	5	18	52	34	35	508	720	70.56
Average Score (%)								71.08

Source: Processed primary data, 2022

Table 5. Distribution of Respondents' Answers to Self-confidence Variable

Statement	Score					Total Score	Ideal Score	Average (%)
	1	2	3	4	5			
Item 1	4	11	49	54	26	519	720	72.09
Item 2	32	36	61	10	5	352	720	48.89
Item 3	2	14	65	39	24	501	720	69.58
Item 4	33	36	58	10	7	354	720	49.17
Item 5	5	12	97	21	9	449	720	62.36
Item 6	4	23	69	32	16	465	720	64.58
Item 7	6	10	37	48	43	544	720	75.56
Item 8	15	44	54	17	14	403	720	55.97
Item 9	12	15	75	26	16	451	720	62.64
Average Score (%)								62.32

Source: Processed primary data, 2022

Table 6. Distribution of Respondents' Answers to Adversity Quotient Variable

Statement	Score					Total Score	Ideal Score	Average (%)
	1	2	3	4	5			
Item 1	4	9	39	47	45	552	720	76.67
Item 2	8	30	58	30	18	452	720	62.78
Item 3	9	11	20	25	79	586	720	81.39
Item 4	8	16	86	22	12	446	720	61.94
Item 5	7	11	66	39	21	488	720	53.06
Item 6	30	40	38	22	14	382	720	72.22
Item 7	3	7	60	47	27	520	720	66.67
Item 8	17	38	57	17	15	407	720	56.53
Average Score (%)								66.00

Source: Processed primary data, 2022

Table 7. Distribution of Respondents' Answers to Self-regulated Learning Variable

Statement	Score					Total Score	Ideal Score	Average (%)
	1	2	3	4	5			
Item 1	5	18	56	32	33	502	720	69.72
Item 2	5	9	53	47	30	520	720	72.22
Item 3	7	6	45	51	35	533	720	74.03
Item 4	25	31	57	14	17	399	720	55.42
Item 5	3	12	50	30	49	542	720	75.28
Item 6	5	21	78	32	8	449	720	62.36
Item 7	3	15	48	39	39	528	720	73.33
Item 8	6	23	89	16	10	433	720	60.14
Item 9	8	33	80	15	8	414	720	57.50
Item 10	9	20	81	25	9	437	720	60.69
Average Score (%)								66.07

Source: Processed primary data, 2022

The results of the calculation of the validity test of the questionnaire instrument as many as 10 questions on the students' learning motivation variable, 9 questions on the self-confidence variable, 8 questions on the adversity quotient variable, and 10 questions on the self-regulated learning variable are declared valid because the correlation coefficient value of each statement item has a value greater than r table of 0.306.

Based on the reliability calculation of the items, the reliability coefficient value was obtained rxy of 0.715 for the learning motivation variable, rxy of 0.760 for the self-regulated learning variable, rxy of 0.618 for the adversity quotient variable, and rxy of 0.791 for the self-regulated learning variable. The Cronbach's alpha coefficient value for each variable is greater than the reliability standard (r-table) of 0.60, so the variables of learning motivation, self-confidence, adversity quotient, and self-regulated learning are declared reliable.

Based on the normality test results obtained, it is known that Monte Carlo Sig. (2-tailed) from the Kolmogorov-Smirnov test for unstandardised residual variables is 0.258 > 0.05, it can be concluded that the data is normally distributed.

Next is the multicollinearity test which is presented in Table 8. Based on Table 8, the tolerance (TOL) value of each variable is greater than 0.01 and the variance inflation factor (VIF) value is less than 10. Thus, it can be stated that all variables do not show symptoms of multicollinearity.

Next is the heteroscedasticity test which is presented in Table 9. Based on Table 9, the significance value of the variables of self-confidence, adversity quotient, and self-regulated learning is greater than alpha (0.05). Thus, it can be concluded that the regression model, namely the effect of self-confidence, adversity quotient, and self-regulated learning on learning motivation, does not show symptoms of heteroscedasticity.

Next is the linearity test which is presented in Table 10. Based on Table 10, the significance value of the deviation from linearity of each variable is greater than 0.05. So, it can be concluded that the variables of self-confidence, adversity quotient, and self-regulated learning have a linear relationship with learning motivation.

Table 8. Multicollinearity Test Results

Variables	Collinearity Statistics		Description
	Tolerance	VIF Value	
Self-confidence	0.516	1.939	Multicollinearity does not occur
Adversity quotient	0.582	1.717	Multicollinearity does not occur
Self-regulated learning	0.501	1.996	Multicollinearity does not occur

Source: Processed primary data, 2022

Table 9. Heteroscedasticity Test Results

Variable	Alpha	Sig.	Description
Self-confidence	0.05	0.715	There is no Heteroscedasticity
Adversity quotient	0.05	0.617	There is no Heteroscedasticity
Self-regulated learning	0.05	0.456	There is no Heteroscedasticity

Source: Processed primary data, 2022

Table 10. Linearity Test Results

Deviation from Linearity	Sig.	Alpha	Description
Self-confidence	0.224	0.05	Linear
Adversity quotient	0.127	0.05	Linear
Self-regulated learning	0.319	0.05	Linear

Source: Processed primary data, 2022

Table 11. Multiple Linear Regression Test Results

Variable	Unstandardized Coefficients	Sig.
	B	
Self-confidence	9.364	0.000
Adversity quotient	0.192	0.033
Self-regulated learning	0.217	0.026
Self-confidence	0.373	0.000

Source: Processed primary data, 2022

The results of the regression equation based on the Table 11 are as follows:

$$Y = 9.364 + 0.192X1 + 0.217X2 + 0.373X3$$

The regression equation above can be explained as follows: (1) The constant is 9.364, which means that, if all the independent variables, including the variables of self-confidence, adversity quotient, and self-regulated learning, are equal to zero or there is no change, then the variable of learning motivation will remain equal to 9.364 units; (2) The regression coefficient of the confidence variable is 0.192 with a Sig. of 0.033 < 0.05, meaning that the self-confidence variable influences the learning motivation variable. This shows that, if self-confidence increases, the learning motivation will also be higher; (3) The regression coefficient of the adversity quotient variable is 0.217 with a Sig. of 0.026 < 0.05, meaning that the adversity quotient variable influences learning motivation. This shows that, if the adversity quotient increases, the learning motivation will also be higher; and (4) The regression coefficient of the self-regulated learning variable is 0.373 with a Sig. of 0.000 <0.05, meaning that self-regulated learning variable influences learning motivation variable. This shows that, if the self-regulated learning increases, the learning motivation will also be higher.

Based on Table 12, it is known that the coefficient of determination is 0.507. That is, the variables of self-confidence, adversity quotient, and self-regulated learning affect the ups and downs of learning motivation variable by 50.7%. The remaining 49.3% is influenced by other factors not examined in the study, including study habits, place of study, time, facilities and infrastructure, physical, emotional, and health functions, as well as factors of parents, teachers, friends, and others.

Table 12. Coefficient of Determination (R^2) Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.719	0.518	0.507	3.255789

Source: Processed primary data, 2022

Table 13. Partial Test (t-test) Results

Variables	t_{count}	t_{table}	Sig.	Alpha	Description
Constant	4.758		0.000		
Self-confidence	2.158	1.655	0.033	0.05	Ha is accepted
Adversity quotient	2.256	1.655	0.026	0.05	Ha is accepted
Self-regulated learning	5.619	1.655	0.000	0.05	Ha is accepted

Source: Processed primary data, 2022

The t test was used to determine the effect between variables partially. Based on the error rate (α) = 0.05 and degrees of freedom (n-k) for n = 144 and k = 4, a t table value of 1.665 was obtained. The test results for each variable are as follows:

First Hypothesis (H1)
The t count value of the self-confidence variable is greater than the t table value (2.158 > 1.655), and the value of Sig. if smaller than alpha (0.033 ≤ 0.05), it can be concluded that self-confidence partially influences learning motivation. So, the hypothesis which states that self-confidence has a positive effect on learning motivation is **accepted**.

Second Hypothesis (H2)
The t count value of the adversity quotient variable is greater than the t table value (2.256 > 1.655), and the value of Sig. if smaller than alpha (0.026 ≤ 0.05), it can be concluded that the adversity quotient partially influences learning motivation. So, the hypothesis which states that the adversity quotient has a positive effect on learning motivation is **accepted**.

Third Hypothesis (H3)
The t count value of the self-regulated learning variable is greater than the t table value (5.619 > 1.655), and the value of Sig. is smaller than alpha (0.000 ≤ 0.05), it can be concluded that self-regulated learning partially influences learning motivation. So, the hypothesis which states that self-regulated learning has a positive effect on learning motivation is accepted.

Table 14. Model Accuracy Test Results (Statistical F-test)

Model	df	F_{count}	F_{table}	Sig.
Regression	3	50.087	2.67	0.000
Residual	140			
Total	143			

Source: Processed primary data, 2022

Based on Table 14, it is known that the F_{count} is 50.087 with an error rate (α) = 0.05. Degrees of freedom 1 (k-1) and degrees of freedom 2 (n-k) for n = 144 and k = 4 obtained an F table value of 2.67. So, because the F_{count} is greater than the F table (50.087 > 2.67), the variables of self-confidence, adversity quotient, and self-regulated learning simultaneously affect the learning motivation variable.

The Effect of Self-Confidence on Learning Motivation
The results of the research conducted show that self-confidence positively influences the learning motivation of Class XI Social Sciences students at Public High School 2 Purbalingga in the 2022 / 2023 academic year. This shows that, the higher the self-confidence that students have, the more motivation to learn. The results of this study are in line with the results of research conducted by Usman et al. (2021) which shows that self-confidence positively influences students' motivation to learn.
Based on the respondents' answers, an average confidence score of 62.32% was ob-

tained, where the score was included in the high category. This proves that students of Class XI Social Sciences students at Public High School 2 Purbalingga in the 2022 / 2023 academic year have high self-confidence. In addition, judging from the respondents' answers, there were still some students who had low self-confidence, such as having cheated, were often hesitant when doing assignments, and were also often in a hurry when doing something.

Based on the distribution of respondents' answers, it can be seen that the statement item "I do things carefully" has the highest score, which is equal to 75.56%. This shows that the respondent when doing something is done with great care so that no mistakes occur. Meanwhile, the statement item "I once cheated on my friend's assignment" has the lowest score, which is equal to 48.89%. This shows that the self-confidence of the respondents is still lacking, so they commit fraud by cheating in order to complete the assignments given by the teacher.

The Effect of Adversity Quotient on Learning Motivation

The results of the research conducted show that the adversity quotient positively influences the learning motivation of Class XI Social Sciences students at Public High School 2 Purbalingga in the 2022 / 2023 academic year. This shows that, the higher the adversity quotient that students have, the more motivation to learn. The results of this study are in line with the results of research conducted by Samsilayurni et al. (2022) that the adversity quotient positively influences learning motivation.

Based on the respondents' answers, an average adversity quotient score of 66.55% was obtained, where the score was included in the high category. This proves that students of Class XI Social Sciences at Public High School 2 Purbalingga in the 2022 / 2023 academic year have a high adversity quotient. In addition, judging from the respondents' answers, there are still some students who have a

low adversity quotient, such as procrastinating when doing assignments.

Based on the distribution of respondents' answers, it can be seen that the statement item "I came late to school because I had trouble getting up early" has the highest score, which is equal to 81.39%. This shows that it is difficult for respondents to get up early which causes them to come late to school. Meanwhile, the statement item "I will fail if I don't have references to study" has the lowest score, which is equal to 53.06%. This shows that respondents were successful in participating in learning well when they had references for learning.

The Effect of Self-regulated Learning on Learning Motivation

The results of the research conducted show that self-regulated learning positively influences the learning motivation of Class XI Social Sciences students at Public High School 2 Purbalingga in the 2022/2023 academic year. This shows that, the higher the self-regulated learning that students have, the higher their motivation to learn. The results of this study are in line with the results of research conducted by Aqzayunarsih et al. (2019) that self-regulation positively and directly affects students' motivation to learn.

Based on the respondents' answers, an average self-regulated learning score of 66.07% was obtained, where the score was included in the high category. This proves that students in Class XI Social Sciences at Public High School 2 Purbalingga in the 2022 / 2023 academic year have self-regulated learning which tends to be high. In addition, judging from the respondents' answers, there are still some students who have low self-regulated learning, such as students who lack enthusiasm when doing difficult assignments, do not use their free time to study, do not look for learning resources, and are unable to complete the assignments given by the teacher.

Based on the distribution of respondents' answers, it can be seen that the statement item "I prepare equipment for learning

before class begins" has the highest score, which is equal to 75.28%. This shows that the respondent prepared the equipment needed for learning before the start of the lesson. Meanwhile, the statement item "I study at will or when I'm just in the mood" has the lowest score, which is equal to 55.42%. This shows that the respondents studied when they were in a good mood, and tended not to study when their mood was not good.

In line with the results of research by Mahmoodi et al. (2014) which shows that there is a significant relationship between self-regulated learning and learning motivation, which in turn will support the success of student learning.

The Effect of Self-Confidence, Adversity Quotient, and Self-regulated Learning on Learning Motivation

The results of the research conducted show that self-confidence, adversity quotient, and self-regulated learning simultaneously affect the learning motivation of students in class XI IPS at SMA Negeri 2 Purbalingga in the 2022/2023 academic year. This shows that the higher the self-confidence, adversity quotient, and self-regulated learning that students have, the higher their learning motivation.

CONCLUSION

Based on the results of research and data analysis using the SPSS version 23 program, it can be concluded: (1) Self-confidence positively influences learning motivation; (2) Adversity quotient positively influences learning motivation; and (3) Self-regulated learning positively influences learning motivation.

The implications of the research above are as follows: (1) It is hoped that students can properly apply the strategies in self-regulated learning so that they can improve students' self-regulated learning so that it has a positive impact on students' learning motivation. However, other variables should not be ignored either, because self-confidence and adversity quotient also have a positive effect on students'

learning motivation; (2) Parents are advised to be able to provide encouragement, help, and accompany their children to further increase self-confidence, adversity quotient, and self-regulated learning so that they are more focused, so that their learning motivation can increase; (3) Teachers are advised to provide assistance to students to foster self-confidence, adversity quotient, and self-regulated learning. In addition, school principals can also use the research results as a basis for decision making to increase students' learning motivation; as well as (4) It is hoped that further research can add independent variables other than self-confidence, adversity quotient, and self-regulated learning to determine the influence on students' learning motivation. These variables can be internal and external factors, namely study habits, place of study, time, facilities and infrastructure, physical, emotional, and health functions, as well as factors of parents, teachers, and friends.

Based on the research process, the following limitations were obtained: (1) There were limitations when collecting data. To collect data, it took quite a long time, because the researchers had to adjust the schedule of economics lessons for each class, and at several meetings the researchers could not distribute questionnaires because there were activities during the fasting month and there were no lessons; (2) There were limitations in data collection. The data collected took quite a long time, because there were some respondents who were reluctant to fill out the questionnaire; as well as (2) There are many other factors that can affect learning motivation, but this research only focuses on factors that arise from within the students, such as self-confidence, adversity quotient, and self-regulated learning.

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