The Effect of Self Efficacy on Adversity Quotient of PKBM Students

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Abstrak

Pelatihan Pusat Kegiatan Belajar Masyarakat (PKBM) Homeschooling Kusalamitra adalah pesantren Buddha yang terletak di Wonosari Gunungkidul. PKBM ini merupakan lembaga pendidikan nonformal yang memberikan pelatihan dan pembelajaran kepada masyarakat dengan cara yang berbeda. Berbeda dengan PKBM lainnya membuat PKBM Homeschooling Kusalamitra sangat menerik untuk diteliti. Tujuan penelitian ini hendak mengkaji apakah *self efficacy* berpengaruh terhadap *adversity quetient* (aq) dalam pembelajaran yang terjadi di PKBM Homeschooling Kusalahmitra. Penelitian ini menerapkan metode kuantitatif dengan pendekatan korelasional. Hasil penelitian menunjukkan bahwa terdapat pengaruh yang signifikan antara *self efficacy* dan *adversity quotient* siswa PKBM Homeschooling Kusalamitra Tahun Pelajaran 2022/2023. Analisis deskripsi menunjukkan bahwa variabel *self efficacy* (X) memiliki hasil sebesar 76% dengan kategori tinggi, sementara variabel *adversity quotient* (Y) memiliki hasil sebesar 74% dengan kategori cukup. Koefisien determinasi R Square sebesar 0.755, mengindikasikan bahwa *self efficacy* memberikan kontribusi sebesar 75,5% terhadap *adversity quotient* siswa PKBM Homeschooling Kusalamitra. Hasil analisis regresi menggunakan uji t menunjukkan t hitung sebesar 10.667 dengan nilai signifikansi (sig.) 0.000 ≤ 0.30, sehingga Ho ditolak. Hal ini menegaskan bahwa *self efficacy* memiliki pengaruh signifikan terhadap *adversity quotient* pada siswa PKBM Homeschooling Kusalamitra tahun pelajaran 2022/2023."

Kata Kunci: self-efficacy, adversity quotient, pembelajaran.

Abstract

The Center for Community Learning Activities (PKBM) Homeschooling Kusalamitra is a Buddhist boarding school located in Wonosari, Gunungkidul. PKBM is a non-formal educational institution that provides training and learning to the community through a unique approach. The distinctiveness of PKBM Homeschooling Kusalamitra makes it highly intriguing for research purposes. This study aims to examine whether self-efficacy influences adversity quotient (AQ) in the context of learning at PKBM Homeschooling Kusalamitra. The research employs a quantitative method with a correlational approach. The results indicate a significant influence between self-efficacy and adversity quotient among students of PKBM Homeschooling Kusalamitra in the Academic Year 2022/2023. The descriptive analysis reveals that the variable of self-efficacy (X) scored 76%, categorized as high, while the adversity quotient variable (Y) scored 74%, categorized as moderate. The coefficient of determination, R Square, is 0.755, indicating that self-efficacy contributes 75.5% to the variance in adversity quotient among students at PKBM Homeschooling Kusalamitra. The regression analysis using

the t-test shows a calculated t-value of 10.667 with a significance value (sig.) of $0.000 \leq 0.30$, leading to the rejection of the null hypothesis (Ho). This confirms that self-efficacy has a significant influence on the adversity quotient of students at PKBM Homeschooling Kusalamitra in the academic year 2022/2023.

Keywords: self efficacy, adversity quotient, learning.

Introduction

The success of the learning process in the classroom depends on the elements involved in it, one of which is self efficacy (Priyayi dkk., 2018). Self efficacy plays a very important and essential role for the development of each student. With self efficacy, students can develop the ability to overcome obstacles, including facing learning difficulties, and believe in their potential and abilities (Triswanto & Laksmiwati, 2020).

Self efficacy is an individual's belief and expectation of his ability to perform a behavior or task in certain situations. This relates to an individual's self-confidence and belief in completing the tasks given well (Hidayat & Perdana, 2019; Sari dkk., 2021; Sukodoyo dkk., 2021). Low self-efficacy in students will have a significant influence on their learning process.

The success of student learning is very dependent on how the student overcomes the difficulties faced. In situations like this, the importance of students' ability to solve problems or adversity quotient (Susanto & Sofyani, 2019). Adversity quotient is a person's ability to turn an obstacle into a challenge (Salmiah, 2021). Problem solving skills are related to how a person can overcome a problem effectively, and train students to think critically and logically to draw a conclusion (Dipha, 2022). Thus, self efficacy affects a person's adversity quotient because in learning students must have confidence in their ability to solve a problem or obstacle.

Some research shows that self efficacy is closely related to adversity quotient in formal education. Students who have self efficacy tend to have confidence in their ability to deal with existing problems and believe that they are able to control themselves in stressful situations (Ardyanti & Harini, 2015; Aprianti, 2020; Dara et al., 2020; Restiana, 2023).

However, in the realm of non-formal education, there is no research that examines self-efficacy and adversity quotient in learning in general.

Kusalamitra Homeschooling Community Learning Center (PKBM) is a Buddhist boarding school located in Wonosari, Gunungkidul. PKBM is a non-formal education institution that provides training to the community in a different way. In contrast to other PKBMs that only organize activities on certain days, Kusalamitra Homeschooling PKBM provides regular learning. The learning is conducted using both online and offline learning systems. In addition, PKBM Homeschooling Kusalamitra also has students with diverse family backgrounds and different levels of intelligence. This condition affects students' ability to face and solve various problems that arise in everyday life.

Based on the observations and interviews, it was also revealed that some students of PKBM Homeschooling Kusalamitra admitted that they felt less confident in their ability to solve a problem that occurred both in learning and in the community environment. Many students also admitted that they had not realized how important problem-solving ability self efficacy was. Students still take it lightly in solving every problem that occurs, both in the school environment and the community environment. Even the average student is still confused in solving the problems faced. Likewise, there are still many PKBM Homeschooling Kusalamitra students who do not have confidence in solving problems adversity quotient.

Therefore, the purpose of this research is to, 1) Describe the effect of self efficacy on adversity quotient (aq) in PKBM Homeschooling Kusalamitra students in the 2022/2023 academic year, 2) Knowing how much influence self efficacy has on the intelligence of solving adversity quotient (aq) problems in PKBM Homeschooling Kusalamitra students in the 2022/2023 academic year.

Method

The research method used is quantitative using a correlational approach. The research was conducted at PKBM Homeschooling Kusalamitra Wonosari Gunungkidul. The research population includes active students of PKBM Homeschooling Kusalamitra. Since the number of subjects studied was not more than 100 people, namely 40 students, researchers applied population research. This study took a sample of students at PKBM Homeschooling Kusalamitra totaling 40 students.

Data were collected using a questionnaire using the following scale measurement system: SS=5, S =4, R=3, TS=2, and STS=1. This study uses simple linear regression analysis to predict variables from existing data, namely the results of the questionnaire questionnaire. There are two variables in this study, namely self efficacy (X) and adversity quotient (Y).

Result and Discussion

Descriptive analysis of self-efficacy in this study has several sub-variables including, level (level of difficulty of the task) has a percentage of 76%, Strenght (level of strength) has a percentage of 78%, Generality (extent of the task field) has a percentage of 75%. Based on the overall average score, self efficacy in PKBM students has an average score of 63.11 and is included in the large enough category of 76%. This shows that self efficacy has a significant positive influence on PKBM Homeschooling Kusalamitra students.

Relevant to the statement that manifestations of self-efficacy are able to apply the principle of being able to face and complete difficult tasks directly. This aspect

Tabel 1
Rekapitulasi *Self Efficacy*

No	Indikator	Rata-rata	Presentase	Kategori
1	*Level*	37.93	76%	Tinggi
2	*Strenght*	58.2	78%	Tinggi
3	*Generality*	93.28	75%	Tinggi
	Rata-rata	63.13	76%	Tinggi

has an impact on the choice of behavior to be taken, where individuals will tend to try behaviors that they consider capable of doing and avoid behaviors that are considered beyond the limits of individual abilities (Bandura et al., 1985)**.**

While the adversity quotient variable consists of four sub-variables, namely: control (Patience / control) has a percentage of 73%, originownership (responsibility) has a

Tabel 2
Rekapitulasi *adversity quotient*

No	Indikator	Rata-rata	Presentase	Kategori
1	*Control*	54.48	73%	Tinggi
2	*Originownership*	55.58	74%	Tinggi
3	*Reach*	37.93	76%	Tinggi
	Endurance	37.5	75%	Tinggi
	Rata-rata	46.37	74%	Tinggi

percentage of 74%, reach (Reach) has a percentage of 75%, and endurance (hope / optimism) has a percentage of 75%. So that these results obtained an average of 46.37 and included a high category of 74%. This shows that adversity quotient has a significant positive influence on PKBM Homeschooling Kusalamitra students.

The higher an individual's resilience, the more likely they are to see adversity as temporary, while individuals with low levels of adversity quotient tend to see adversity as lasting and difficult to fix (Stolz, 2004).

Normality Test

The data normality test in this study was carried out using a graph, and when the significance (Sig.) > 0.05 then the data is normally distributed, and when the

significance (Sig.) and 0.05 the data is not normally distributed. The results of the data normality test are shown in the following table.

Tabel 3

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Self Efficacy	.192	39	.200	.895	39	.207
Adversity Quotient	.106	39	.200	.970	39	.336

Sumber: Output SPSS Stastistics 21

Based on the results of SPSS 21, the results of the normality test show that the data on the Self Efficacy (X) and Adversity Quotient (Y) variables have a significance number of 0.200. This figure shows that the data on the Self Efficacy (X) and Adversity Quotient (Y) variables are normally distributed (Sig>0.05).

Analysis of the Effect of Understanding Self Efficacy on Adversity Quotient (AQ) in PKBM Homeschooling Kusalamitra Students.

The self efficacy variable (X) on adversity quotient (Y) produces a correlation value shown in the following table:

Tabel 4

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.869[a]	.755	.748	16.292

Sumber: Output SPSS Stastistics 21

The correlation value (R), between self efficacy variables (X) on adversity quotient (Y) is 0.869. The results of this value can be interpreted that the relationship of the two variables tested is in the very strong category. The table above shows the coefficient of determination R Square of 0.755 so that it means that self efficacy contributes 75.5% to the adversity quotient of PKBM Homeschooling Kusalamitra students. The remaining 24.5% is influenced by other

variables not examined in this study. Among other things, culture, gender, the task at hand, external intensive, the position of individuals in the environment, and understanding of their abilities (Bandura, 1997).

Tabel 5

Tabel Coefficients Regresi[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	33.035	14.665		2.253	.030
Self Efficacy	.805	.076	.869	10.667	.000

Sumber: Output *SPSS Stastistics* 21

The significance of the constant and the independent variable (self efficacy) was tested using the t test. The table above shows the tcount of 10,667 with Sig. 0.000 ≤ 0.30 then Ho is rejected. Based on the results of these calculations, it can be assumed that self efficacy has a significant effect on adversity quotient.

The constant value shown in the table above is 33.035, meaning that if self efficacy (X) is 0, so adversity quotient is positive, namely 33.035. while the regression coefficient on the self efficacy variable (X) of 0.805 means that if self efficacy increases or the development of adversity quotient (Y) will experience a development of 0.805.

So, the simple linear regression equation between self efficacy and adversity quotient obtained a simple regression equation Y = 33.035 + 0.805. The regression equation in this study states that the effect of self efficacy on the adversity quotient of PKBM Homeschooling Kusalamitra students is positive, so it uses a sign (+), meaning that the higher the influence of self efficacy, the higher the adversity quotient of PKBM Homeschooling Kusalamitra students.

Hipotesis

Self efficacy has a significant effect on the adversity quotient of PKBM Homeschooling Kusalamitra students in the 2022/2023 academic year. The F test (simultaneous test) is used to determine the
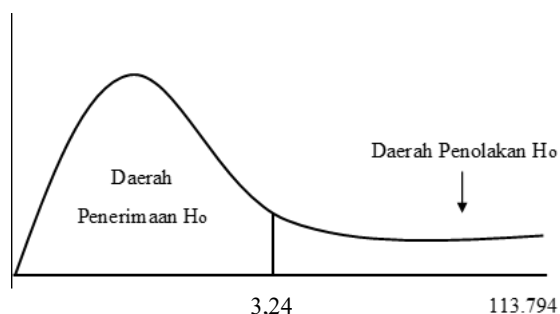
significance of self efficacy (X) and adversity quotient (Y). The results of the regression analysis of each independent variable have a positive effect on the dependent variable. The next step is to test the significance of the simple linear regression test (F test*).*

Tabel 6

Tabel Anova Regresi Linier

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	30202.624	1	30202.624	113.74	.000[b]
Residual	9820.350	37	265.415		
Total	40022.974	38			

Sumber: Output *SPSS Stastistics* 21

Decision making Fhitung (113.794) > Ftabel (3.24), significance (0.000) <0.05, so Ho is rejected.

Grafik Statistik Uji F
Source: Researcher Processed

Self efficacy has a significant effect on the adversity quotient of PKBM Homeschooling Kusalamitra students in the 2022/2023 academic year.

Conclusion

The results of the research and discussion described earlier can be concluded from the results of the description analysis with 40 respondents, the self efficacy variable shows a result of 76%. While the adversity quotient variable shows a result of 74%, including in the large enough category.

There is a significant influence between self efficacy on adversity quotient with a correlation value of 0.869 in the strong category. The coefficient of determination R Square is worth a correlation of 0.755 so that it can be interpreted that self efficacy (X) contributes an influence of 75% with a strong

category on adversity quotient (Y). The remaining 25% is influenced by other variables not examined in this study. Other factors that can affect self-efficacy are culture, gender, the task at hand, external intensive, the position of individuals in the environment, and understanding of their abilities.

The results of regression analysis in this study using the t test with the results obtained t count 10.667 with sig. 0.000 ≤ 0.30 then Ho is rejected. Based on the results of these calculations, it can be assumed that self efficacy has a significant effect on adversity quotient in PKBM Homeschooling Kusalamitra students in the 2022/2023 academic year.

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