

THE EFFECT OF LEARNING MOTIVATION, PEERS, AND ADVERSITY QUOTIENT ON SELF-REGULATED LEARNING

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ABSTRACT

Self-regulated learning is an important aspect that students must have in their learning activities. However, in actual learning situations Students frequently struggle to maintain their self-regulated learning when they encounter obstacles in their learning activities. This research aims to identify the effect of learning motivation, peers and adversity quotient on students self-regulated learning. This research method is quantitative research. The population used in this research are students in grade XI of the Accounting and Finance Expertise Program of Public Vocational High Schools in East Jakarta. Used Proportional Random Sampling Methods, in order that 140 respondents were obtained. Research data are processed using SPSS software. The research outcome shows that learning motivation has a significant effect on self-regulated learning, peers has a significant effect on self-regulated learning, adversity quotient has a significant effect on self-regulated learning, lastly learning motivation, peers, and adversity quotient simultaneously have a significant effect on self-regulated learning.

Keywords: Self-regulated learning, Learning motivation, Peers, Adversity quotient

ABSTRAK

Dalam konteks pembelajaran, kemandirian belajar menjadi komponen esensial yang harus dimiliki peserta didik. Namun, dalam realitanya peserta didik kerap kali kehilangan kemandirian dalam belajar ketika dihadapkan dalam kesulitan ataupun hambatan dalam kegiatan belajar. Penelitian ini dilakukan untuk mengkaji pengaruh motivasi belajar, teman sebaya dan *adversity quotient* terhadap kemandirian belajar peserta didik. Penelitian ini dilaksanakan dengan metode penelitian kuantitatif. Penelitian ini melibatkan peserta didik kelas XI Program Keahlian Akuntansi dan Keuangan Lembaga pada SMK Negeri di Jakarta Timur sebagai populasinya. Menggunakan metode *Proportional Random Sampling* untuk pengambilan sampel, sehingga diperoleh sebanyak 140 responden. Kemudian, data diolah menggunakan software SPSS. Temuan penelitian ini yaitu, Motivasi belajar berpengaruh secara signifikan terhadap kemandirian belajar, Teman sebaya berpengaruh secara signifikan terhadap kemandirian belajar, *Adversity quotient* berpengaruh secara signifikan terhadap kemandirian belajar, Motivasi belajar, teman sebaya dan *adversity quotient* secara simultan berpengaruh terhadap kemandirian belajar peserta didik.

Kata kunci: Kemandirian belajar, Motivasi belajar, Teman sebaya, Adversity quotient

INTRODUCTION

In the era of Society 5.0, education demands that students not only to possess academic

knowledge but also the ability to learn independently and continuously. In implementing of Merdeka Curriculum in Indonesia, students are expected to participate actively in their learning process, with the main objective is improving their ability to self-regulated learning (Hafidh, 2024). Sobri (2020) highlights that in the context of an increasingly dynamic and rapidly evolving era, fostering self-regulated learning among students is now recognized as a key element in educational practices. Self-regulated learning (SRL) is considered as a key competency, especially for Vocational High School students who are being prepared to enter the workforce. However, data from the National Assessment in survey character showed a 0.11% decrease in student learning independence compared to the previous year (Pradana, 2022).

Further evidence from field observations at Public Vocational High Schools 22 Jakarta, revealed that there are some students that have low self-regulated learning or have low indicators in learning independence. This could represent from the behavior of students during learning process, students tends to be passive, reluctant to ask questions and often copying on their friends work. This finding is in line with Saragih (2020) which explains that indicators of self-regulated learning students are low, that seen from students who are less active during class learning, cheating on friends work and lack of initiative in learning.

Various research have identified key factors that influence self-regulated learning. In Kumaladewi and Setyorini (2022), Cobb explains that there are several factors that affect self regulated learning students, such as learning motivation, self efficacy and learning goals. According to Social Cognitif theory of Self-Regulation in Saragih (2020), explains that self-regulated learning formed by person, behavior and environment. Then, according to Stoltz (1997) adversity quotient is included as one determinants students self-regulated learning. Adversity quotient refers to a person's intelligence in facing and handling difficulties. Students need AQ to successfully face problems, complete tasks and their responsibilities in learning.

However, previous research shows that there are contradictory results. Research by Yuniarti (2022), Arista (2022), Emmawati and Santoso (2023), and Trisnawaty (2022) shows that learning motivation affects on students self-regulated learning. However, in research Hartini (2021) shows that does not have an effect learning motivation on self-regulated learning. Then, reasearch by Setyobudi (2023) and Wahyuni (2020) found that there has an effect adversity quotient on self-regulated learning, but these research are contradicts with Patria & Silaen (2020) found that does not have an effect adversity quotient on self-regulated learning. Then, Saragih (2020) explains that peers have an effect on self-regulated learning, this outcome aligns with the research reported by Arista (2022), states that peers will be able to influence each others beliefs and behavior. This is because the childs progress is determined by the interaction with peers. This also supported by Mariani (2023), explained that self-regulated learning affected by the role of peers. This shows that peers play a important role in the behavior patterns owned by students. Based on the background previously described, it can also be concluded that the uniqueness and difference of this research is the lack of research that discusses four variables together, including learning motivation, peers and adversity quotient on self-regulated learning. As well as the aims of this research to examine the effect of learning motivation, peers and adversity quotient on self-regulated learning of students Public Vocational High Schools in East Jakarta.

LITERATURE REVIEW

Self-Regulated Learning

Self-regulated learning was originally proposed by Bandura (1986) through the concept of social cognitive theory of self-regulation (Saragih, 2020). According to Wan Yunus (2021) Self-regulated learning refers to a cognitive-based strategy that promotes active learning by enabling students to understand their own capabilities and surroundings, allowing them to

manage their learning autonomously. This is in line with Marthadiningrum & Widayati (2022) explains that self-regulated learning is described as students capability to rely on their self-confidence and their own efforts in addressing difficulties during the learning process. Then, Wahyuni (2020) explained self-regulated learning is the capability of students to learn actively by using their own initiative, without asking for help from others to determine the goals they wish achieve in their learning.

Learning Motivation

In learning activities, motivation has an important role. Motivation is needed to stimulate students' interest in learning so that learning activities can be effective (Yuniarti et al., 2022). According to Suherman (2022) learning motivation is a stimulus or driver that makes someone interested in learning so that they will learn continuously. This is in line with Mustanil (2022) explains that motivation can be described as an impulse that allows students to act or do something. Then, Datu (2022) stated that learning motivation is the driver inside students, which inspires them to learn, gives them direction and helps them to achieve the goals they have set themselves. If students do not have learning motivation, this will affect their learning activities, especially learning independence, because learning motivation is a driving force within students. Research by Emmawati & Santoso (2023), Arista (2022), Marthadiningrum & Widayati (2022) and Negara & Suwena (2023) states that learning motivation has a significant effect on self-regulated learning.

Peers

Peers are first environment which a person learns to live with others outside the family members. Explains that peers are a place of adjustment for students who have the same age, so that friendships arise which characterize the first nature of their interactions with others which will affect their attitudes. According to Wike (2023) peer environment is a student's social environment where students have intensive and fairly regular interactions with their friends who are of the same age, hobbies, and goals to be achieved. Mariani (2023) explained that peers refer to individuals who are members of peer groups that have similarities in various aspects such as the socialization process in learning. Research by Arista (2022), Mariani (2023), Marthadiningrum & Widayati (2022) and Saragih & Kusnendi (2020) states that there is an effect of peers on self-regulated learning.

Adversity Quotient

Adversity quotient serves as an internal factor that influence students self-regulated learning. Stoltz (1997) in his book explains that adversity quotient (AQ) represents an individual's capability to handle obstacles and persist through difficulties on a regular basis. According to Kusnanda (2022) AQ is intelligence that is possessed in overcoming difficulties and surviving. Nurlaelah (2021) explains that adversity quotient is an individual's capability to overcome obstacles or problems in an intelligent way. The success of students in the learning process can be reflected in how the students overcome the difficulties that exist. Research by Setyobudi (2023), Wahyuni 2020) and Siboro (2024) states that there is an effect of adversity quotient on self-regulated learning. From the explanation above, it could concluded that the hypothesis are:

H1 : Learning motivation has a significant effect on self-regulated learning

H2 : Peers has a significant effect on self-regulated learning

H3 : Adversity quotient has a significant effect on self-regulated learning

H4 : Learning motivation, peers and adversity quotient has a significant effect on self-regulated learning

METHOD

This research adopts a quantitative research approach. Population that used are students in grade XI of the Accounting and Finance Expertise Program of Public Vocational High Schools in East Jakarta, Indonesia. The affordable population are students in grade XI of the Accounting and Finance Expertise Program at Public Vocational High School 10 Jakarta, Public Vocational High School 22 Jakarta and Public Vocational High School 48 Jakarta, in total 215 students. Used Proportional Random Sampling technique as the sampling technique, which obtained 140 respondents. Using primary data through filling out a questionnaire at *GoogleForm* and measured by a Likert scale of 1-5. The indicators employed in this research are shown in Table 1.

Table 1. Instrument Indicators

Variable	Indicators	Number of Item	
		Positive	Negative
Self-Regulated Learning (Y)	Independence from others	1,2,3,4	5
	Have self-confidence	6,7,8	9,10
	Having a sense of responsibility	11,14,15	12,13
Learning Motivation (X1)	Desire and will to succeed	1,2,3,4	5
	Encouragement and needs in learning	6,7	8,9
	Hopes and aspirations	10,11,12	13
	Interesting activities in learning	14,15,16	17
	Conducive learning environment	18,20	19
Peers (X2)	Social interaction in peer environment	1,2	3
	Students involvement in interaction	4,5,6	7
	Peer support	8,9,10	11
	Being a study buddy	12,13,14	15
	Increases student self-esteem	16,18	17
Adversity Quotient (X3)	Control	1,2,3,4	5
	Origin	6,7,8	-
	Ownership	9,10	11,12
	Reach	13,14,15,16,17	-
	Endurance	18,19,20	21

Source: Data processed (2025)

The questionnaire used has been tested on 30 students. With significance level 5%, if $r_{count} > r_{table}$. The decision for the validity test is if $r_{count} > r_{table}$, then the questionnaire items are valid. The outcome of the validity test shows that there are 21 valid questionnaire items on Self-Regulated Learning, 20 items for learning motivation, 18 items for peers and 21 for adversity quotient, so that the questionnaire is considered suitable for measuring the variables in this research. In addition, the variables are considered reliable if the Cronbach's alpha score $> 0,60$. For self-regulated learning, the Cronbach's alpha score is 0,854, the learning motivation shows Cronbach's alpha score of 0,906, the peer shows Cronbach's alpha score of 0,896 and the adversity quotient shows Cronbach's alpha score of 0,881. From this, can be stated that all variables have a Cronbach's alpha score $> 0,60$, so it can be said to be reliable and can estimated the variables studied. Data analysis using SPSS version 25 the tests carried out are descriptive statistical analysis, instrument requirement tests (normality test and linearity test), multiple regression analysis and hypothesis test (F-test, T-test and Coefficient of Determination Test).

RESULTS AND DISCUSSION

Descriptive Statistical Analysis

Descriptive statistical analysis was conducted before conducting several regression tests on the research variables to provide information that helps in understanding. According to Table 2, based on total of 140 respondents, the average score for self-regulated learning is

57.85, with a highest score is 75 and a lowest score is 46, and the standard deviation is 5.79 and the variance is 33.538. Furthermore, the average score for learning motivation is 80.77, with a highest score is 99 and a lowest score is 60, and the standard deviation is 8.02 and the variance is 64.379. Then, the average score for peers is 72.95, with a highest score is 88 and a lowest score is 57, and the standard deviation is 6.50 and the variance is 42.350. Lastly, the average score for adversity quotient is 86.78, with a highest score is 105 and a lowest score is 69, and the standard deviation is 8.56 and the variance is 73.296.

Table 2. Descriptive Statistical Analysis

Descriptive Statistics							
Variable	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Y	140	29.00	46.00	75.00	57.8500	5.79124	33.538
X1	140	39.00	60.00	99.00	80.7714	8.02365	64.379
X2	140	31.00	57.00	88.00	72.9500	6.50769	42.350
X3	140	31.00	69.00	105.00	86.7786	8.56130	73.296

Source: Data processed (2025)

Normality Test

Normality test used to identify between variables that used in research are normally distributed or not (Hartini et al., 2021). Researchers uses the *Kolmogorov Smirnov Test* using the IBM SPSS version 25. Based on the criteria that a significant value > 0.05, indicates regression model meets the normality assumption. According to Table 3, could presented that the *Kolmogorov-Smirnov* normality test outcome have Asymp.Sig score of 0,200 and this value is > 0,05. This result indicates data is normally distributed.

Table 3. One Sample K-S Test Outcome

One-Sample Kolmogorov-Smirnov Test	
Unstandardized Residual	
N	140
Test Statistic	.039
Asymp. Sig. (2-tailed)	.200 ^{c,d}

Source: Data processed (2025)

Linearity Test

The linearity test aims to evaluate the presence of a statistically significant linear connection between two variables. (Bulu & Permatasari, 2020). To determine whether the data is linear or not, it can be shows from the Sig.deviation from linearity score. If the Sig.deviation from linearity score > 0,05 then the data is linear. Based on the data table 4, the data is declared linear because the Sig.deviation from Linearity score of all variables > 0,05. Based on the Table 4, the data is declared linear because the Deviation from Linearity score of all variables > 0,05.

Table 4. Linearity Test Outcome

Variable	Deviation from Linearity	Description
Learning Motivation	0,070	Linear
Peers	0,197	Linear
Adversity Quotient	0,236	Linear

Source: Data processed (2025)

Multiple Linear Regression Analysis

Multiple linear aims to assess the impact of multiple independent variables on one dependent outcome. According data Table 5, the multiple linear regression model of this research can be stated, as follows:

$$Y = 6,452 + 0,321X_1 + 0,176X_2 + 0,145X_3$$

The explanation of multiple linear regression, as follows:

- 1) The constant value of 6.452 indicates that, when all independent variables (learning motivation, peers and adversity quotient) remain unchanged, the predicted value of self-regulated learning is 6.452.
- 2) Learning motivation (X1) coefficient value of 0.321 indicates that, for every 1% increase in learning motivation variable (X1), the self-regulated learning (Y) is expected to increase by 0.321, assuming no change in the remaining variables.
- 3) Peers (X2) coefficient value of 0.176 indicates that, for every 1% increase in peers (X2), the self-regulated learning (Y) is expected to increase by 0.176, assuming no change in the remaining variables.
- 4) Adversity quotient (X3) coefficient value of 0.145 indicates that, for every 1% increase adversity quotient (X3), the self-regulated learning (Y) is expected to increase by 0.145, assuming no change in the remaining variables.

Table 5. Multiple Linear Regression Analysis

Model	Coefficients ^a			t	Sig.
	Unstandardized Coefficients B	Standard Error Std. Error	Standardized Coefficients Beta		
1 (Constant)	6.452	3.525		1.830	.069
Learning Motivation	.321	.063	.445	5.114	.000
Peers	.176	.080	.198	2.193	.030
Adversity Quotient	.145	.063	.214	2.313	.022

Source: Data processed (2025)

Hypothesis Test

Simultaneous Test (F-test)

F-test is employed to examine the influence of independent variables on the dependent variable simultaneously. Decision in the F-test is, if Fcount greater than Ftable, then H1 is accepted. Furthermore, it can be shows from the significance score with the provisions, namely, if the significance score <0.05 then H1 is accepted. Based on the data Table 6. Fcount table 75.917 > Ftable 2.67 and also a significance score of 0.000 <0.05. These outcome indicates that learning motivation (X1), peers (X2) and adversity quotient (X3) simultaneously has effect on self-regulated learning (Y).

Table 6. F Test Outcome

Variable	F	Sig.
Learning Motivation, Peers, Adversity Quotient → Self-regulated learning	75,917	.000

Source: Data processed (2025)

Partial Test (T-test)

T-test is employed to to evaluate the partial effect of independent variables on the dependent variable. Decision in the T-test is, if Tcount greater than Ttable then H1 is accepted. Futhermore, it can be shows from the significance score with the provisions, namely, if the significance score <0.05 then H1 is accepted. Based on the data table 7, it can be interpreted:

- 1) Learning motivation (X1) shows a Tcount score 5.114, which exceeds Ttable score 1.9775, with a significance score 0.000 <0.05. This indicates that learning motivation (X1) partially has a effects on self-regulated learning (Y).

- 2) Peers (X2) shows a Tcount score 2.193, which exceeds Ttable score 1.9775, with a significance score 0.030 <0.05. This indicates that peers (X2) partially has a effects on self-regulated learning (Y).
- 3) Adversity quotient (X3) shows a Tcount score 2.313, which exceeds Ttable score 1.9775, with a significance score 0.022 <0.05 This indicates that adversity quotient (X3) partially has a effects on self-regulated learning (Y).

Table 7. T Test Outcome

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	6.452	3.525		1.830	.069
Learning Motivation	.321	.063	.445	5.114	.000
Peers	.176	.080	.198	2.193	.030
Adversity Quotient	.145	.063	.214	2.313	.022

Source: Data processed (2025)

Determination Coefficient Test (R²)

The coefficient of determination test is employed in this study to measure the extent to which the independent variables collectively influence the dependent variable. Decision making on the R² Test, according to the coefficient of determination score which ranges from 0 until 1. This can be interpreted if the coefficient of determination is close to 1, indicates that variables X can produce almost all the information used to estimate variable Y. Based on this data Table 8, its describe that the adjusted R² value is 0.618 or 61,8%. This value can be interpreted that the learning motivation variable (X1), peers (X2) and adversity quotient (X3) have an influence of 61,8% on the learning independence variable (X3), and the rest is affected by other variables that were not analyzed in this research.

Table 8. Coefficient Determination Test Results

R ²	Adjusted R ²
.626	.618

Source: Data processed (2025)

Discussion

The Effect of Learning Motivation on Self-Regulated Learning

Based on the data analysis and hypothesis previously conducted in this research, it could presented that learning motivation has a significant effect on self-regulated learning. That could be shows in T test, learning motivation has a significance score of 0.000 smaller than 0.05 and also Tcount (5.114) is higher than Ttable (1.9775). It could be inferred that learning motivation has a significant impact on self regulated learning. This results in this research are supported by El-Adl & Alkharusi (2020), Emmawati & Santoso (2023) and Arista (2022) that learning motivation has a significant effect on self-regulated learning. When a student has a strong learning motivation he will be diligent in facing his duties, likes to do work independently and is resilient when facing difficulties. This will affect on self-regulated learning of students. Then, this research are proven by Marthadiningrum & Widayati (2022), Negara & Suwena (2023) and Trisnawaty (2022) stated that there is an effect of learning motivation on self-regulated learning students. Self regulated learning is formed when students have learning motivation. This suggests that greater learning motivation among students is associated with enhanced self-regulated learning.

The Effect of Peers on Self-Regulated Learning

Based on the data analysis and hypothesis previously conducted in this research, that could be presented that peers has a significant effect on self-regulated learning. This could be shown in T test, peers has a significance score of 0.03 less than 0.05 and also Tcount (2.193) is greater than Ttable (1.977). This can be concluded that peer variables has a significant impact on self-regulated learning. The results in this research are proven by Arista (2022), Latipah (2021), Marthadiningrum & Widayati (2022) and Mariani (2023) that there is an effect of peers on self-regulated learning. Peers are external factors that influence learning independence, so peers have an important role in students self-regulated learning. This is also proven by Saragih (2020) research that peers have a big role in forming self-regulated learning and also in the theory stated by Bandura (1986) which explains that there are three main factors that form self-regulated learning, including environment. To enhance students self-regulated learning, students are encouraged to build constructive friendships with their peers, enabling mutual support and direction toward autonomous learning.

The Effect of Adversity Quotient on Self-Regulated Learning

Based on the data analysis and hypothesis previously conducted in this research, it could be presented that adversity quotient has a significant effect on self-regulated learning. This can be shown in T test, adversity quotient has a significance score of 0.02 less than 0.05 and also the Tcount (2.313) is higher than the Ttable (1.977). This, could be presented that adversity quotient has a significant impact on self-regulated learning. The outcome in this research proven by research of Siboro (2024), Setyobudi (2023) dan Wahyuni (2020) that adversity quotient has a significant impact on self-regulated learning. With the existence of adversity quotient students can control the situation and overcome obstacles while learning and develop their self-regulated learning. With the presence of adversity quotient, students are able to manage challenging situations, overcome obstacles during the learning activity, and foster self-regulated learning.

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

Based on the data analysis and hypothesis previously conducted in this research, that can be explained there is a significant effect learning motivation, peers and adversity quotient on self-regulated learning. This can be shown in F Test which has a significance score of 0.000 smaller than 0.05 and also Fcount (75.917) higher than Ftable (2.677). These findings suggest that learning motivation, peers, and adversity quotient jointly contribute significant to students' self-regulated learning. According to Bandura (1986) in (Saragih, 2020) in social cognitive theory there are three main factors that form self-regulated learning, which are person, environment and behavior. Marthadiningrum & Widayati (2022) explains that there are internal factors (learning motivation, responsibility and discipline) and external factors (peers, family, society) that influence self-regulated learning. Patria & Silaen (2020) the research highlighted that a higher adversity quotient contributes to increased student self-regulated learning in managing learning activities. This is supported by Stoltz (1997) which states that adversity quotient is among the factors that can affected students self-regulated learning. Learning motivation (X1), peers (X2) and adversity quotient (X3) together have an effect on self-regulated learning (Y). This could be presented in the adjusted R² value of 0.618 or 61,8%, which means that the independent variables of learning motivation (X1), peers (X2) and adversity quotient (X3) can described the dependent variable of self-regulated learning (Y) by 61,8%.

CONCLUSION AND RECOMMENDATION

From the data analysis and hypothesis previously conducted in this research. It could be presented that: (1) Learning motivation has a significant effect on self-regulated learning of students of accounting and finance expertise programs of Public Vocational High Schools in East Jakarta; (2) Peers has a significant effect on self-regulated learning of students of accounting and finance expertise programs of Public Vocational High Schools in East Jakarta; (3) Adversity quotient has a significant effect on the self-regulated learning of students of accounting and finance expertise programs of Public Vocational High Schools in East Jakarta; (4) Learning motivation, peers and adversity quotient simultaneously has a significant effect on the self-regulated learning of students of accounting and finance expertise programs of Public Vocational High Schools in East Jakarta. This study is limited by its focus on only three independent variables, namely learning motivation, peers and adversity quotient. Future research is recommended to expand the scope by examining additional influencing factors beyond those addressed in this research. Moreover, increasing the sample size is suggested to improve the accuracy and generalizability of the results.

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