

LEARNING ACHIEVEMENT OF OPEN UNIVERSITY STUDENTS IN RELATION TO ADVERSITY QUOTIENT AND ACHIEVEMENT MOTIVATION

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ABSTRACT

Distance learning system (BJJ) where there is physical separation between teachers and students. BJJ strategies can influence student learning achievement, because students are required to have the ability to learn independently and have a role as motivators and sources of information for themselves. To achieve learning success, Open University students are faced with several challenges, both administrative, academic and interactional. BJJ requires students to have an Adversity quotient and achievement motivation. The population of this study were students in the third semester of the PGSD UPBJJ UT undergraduate program in the 2005 registration year.1. The total sample for this study was 70 people. The sampling technique for this research was incidental. Data collection in this research used documentation of GPA values, ARP scale and Achievement Motivation scale. The results of the correlation analysis research obtained $R=0.323$ and $R^2 = 0.104$ and stated that the adversity quotient and achievement motivation together influenced learning achievement by 10.4%. Calculations were carried out using the SPSS 11.00 for Windows program.

Keywords: Adversity Quotient, Achievement Motivation, Learning Achievement.

INTRODUCTION

The determination and recognition of teachers as professionals began with the birth of the National Education System Law No. 20 of 2003 and government regulation No. 19 of 2005 which was then confirmed in the Teacher and Lecturer Law No. 14 of 2005. In order to accelerate quality improvement and teacher qualifications, especially elementary school teachers, the government through the directorate general for improving the quality of educators and education personnel (Ditjen PMPTK)-The Department of National Education (Depdiknas) is gradually providing scholarships to elementary school teachers with Diploma II graduates to take part in the S1 PGSD program at the Open University (implementation guidelines PGSD undergraduate program).

The Open University (UT) is a distance higher education institution in Indonesia which is a form of alternative education that organizes the PGSD Bachelor's program to provide equal opportunities to elementary school teachers spread across the country. The main characteristic of distance education is physical separation between teachers and students. The physical separation between students and their teachers gives rise to behavior patterns of teachers and students that are different from behavior patterns in face-to-face educational environments (Haryono, 2001).

The learning success received by students is a conclusion from the subject matter with the learning experience obtained during the teaching and learning process. The learning outcomes in question are the abilities that students have after receiving the learning experience. Learning

outcomes or commonly known as learning achievements are the realization or expansion of potential skills or capacities possessed by individuals. Several figures provide various meanings in defining learning achievement itself, Surtanto (1996:17) explains that learning achievement is the result of the process of learning activities at a certain time or period contained in a report of grades obtained from assignments or tests given.

In distance education, independence in learning is a demand for students who want to successfully participate in distance education and this is not something that is easy for students studying in distance education to do. According to Waidi (2002), in education with an independent learning system, students are given independence either individually or in groups to determine goals and strategies to achieve learning success which can be seen from learning achievement.

Research on distance higher education shows that the drop out rate in distance education is high with low persistence (in Tri Darmayati, 2005:3). Meanwhile, several other research results show that the level of independent learning ability of distance education students in Indonesia is average and even tends to be low (Darmayanti, 1993; Kadarko, 2000). One aspect that can explain the learning achievements of distance education students is the persistence of students in continuing to register until their studies are completed. Persistence is influenced by various factors which can be grouped as follows: 1) Social/work/family background; 2) individual characteristics; and 3) institutional system (Belawati, 1997) while according to Syamsudin (1984), there are five components of learning, namely; 1) raw input (students); 2) teaching and learning process; 3) instrumental input (methods/techniques, teachers, materials/resources, media, programs/tasks); 4) environmental input (social, physical, cultural, etc.); 5) expected output. Raw input or students are influenced by individual factors, namely; intelligence, talent, motivation, interests, maturity/readiness, attitudes and habits.

Waidi (2002) explains that students who study remotely face greater challenges and difficulties in achieving success in learning when compared to students who study at conventional universities. These challenges are both administrative, academic and even interactional challenges.

In realizing success or ideals in life in general, every individual has experienced problems and challenges to achieve it. Paul G. Stoltz stated that individuals who face challenges will be more successful in life. Stoltz (2000) with his adversity quotient (AQ) concept states that an individual's ability to overcome challenges plays a significant role in achieving success or success. (Rose Mini, 2002).

Every individual has ideals which are the basic needs for achieving results. In order to fulfill these needs, individuals are encouraged to direct their behavior towards goals. Adler (in Singgih Gunarsa, 1996: 257) states that the importance of the individual's internal needs for achievement. In the field of education in particular, motivation is a very important prerequisite for learning. Oemar Hamalik (2003:157) revealed that human behavior is driven by certain motives, and learning actions will be successful if they are based on the motivation that exists in students. Meanwhile, McClelland and Atkinson (1948) revealed that the most important motivation for educational psychology is achievement motivation, where individuals tend to struggle to achieve success or choose an activity that is oriented towards the goal of success or failure.

Based on the problems and opinions expressed, the author concludes that individual characteristic factors, especially the ability to face challenges and achievement motivation, are elements that can influence the learning process and expected output or learning achievement in students taking part in distance education.

PROBLEM FORMULATION AND MAIN DISCUSSION

Based on the background of the problem described above, the problem formulation of this research is as follows:

Is there a relationship between the adversity quotient and achievement motivation and learning achievement in undergraduate PGSD students in the third semester of UPBJJ Jakarta Open University?

RESEARCH PURPOSES

The aim to be achieved in this research is to answer questions from existing problems, namely to research:

The relationship between adversity quotient and achievement motivation and student learning achievement. PGSD undergraduate program third semester UPBJJ Jakarta Open University.

LEARNING ACHIEVEMENT

Learning outcomes or "achievements" which are the output of the learning process are the realization or expansion of potential skills or capacities possessed by individuals (Nana Syaodih, 2005). Achieving educational goals is very dependent on the learning process experienced by students. A learning process that has taken place can only be concluded from learning results or what is then called learning achievement as well as changes in student behavior.

J.P Chaplin in the complete dictionary of psychology (2005) defines achievement or achievement as:

An accomplishment or outcome that has been achieved, something that has been accomplished, a particular level of success due to learning tasks, or a particular level of proficiency or expertise in school or academic tasks. Educationally or academically, achievement is a specific level of acquisition or result of expertise in academic work that is assessed by teachers, through standardized tests or through a combination of the two.

According to Suripto (1996:17) learning achievement is the result of the process of learning activities at a certain time or period which is contained in a value report obtained from the assignments or tests given.

From several definitions of learning achievement, it can be concluded that learning achievement is the result or skill possessed by an individual which results in changes in thinking abilities in the academic field which are expressed in the grades obtained based on test results.

Factors that Influence Learning Achievement

As previously explained, learning achievement is an ability which is a conclusion or result obtained from a learning process that involves raw materials in the form of scientific knowledge and experience that has been experienced by students. The discussion regarding learning has three main things, namely input, process and results, so the factors that influence learning outcomes cannot be separated from the processes experienced by the students themselves.

Factors that influence student learning achievement can be divided into four groups, namely:

a. Material (things to learn)

The materials or things that must be studied are input and determine how the learning process occurs and what results can be expected.

b. Environment

Environmental factors can be grouped into two, namely natural or non-social environments such as; weather conditions, the house where students live and its location, study time. Meanwhile, the social environment is either in the form of humans or representations or representatives, such as; teachers, administrative staff and classmates, loud noises and crowding around the study area.

c. Instrumental

Instrumental factors are factors whose existence and use are designed in accordance with the expected learning outcomes. Consists of factors with hard forms such as; learning equipment building, practical equipment and so on. Meanwhile soft factors such as; curriculum, programs, learning guidelines, facilities and equipment, teachers.

d. Individual conditions of students

The condition of individual students is the factor that has the most role in determining the success or failure of the teaching delivered in the learning process. Individual conditions are differentiated. Into two factors, namely:

1) Physiological conditions, in general, greatly influence an individual's learning ability.

General physical condition and tone (muscle tension) can influence an individual's enthusiasm and intensity in the learning process. Meanwhile, the condition of an individual's special organs, such as the condition of the five senses, especially vision and hearing, greatly influences an individual's ability to receive information and knowledge.

2) Psychological condition

a) Interest is a tendency and high enthusiasm or a great desire for something. Having a great interest in learning tends to produce high achievement, whereas a lack of interest in learning will result in low achievement (Dalyono, 1997: 56). In this context, it is believed that interest can influence the quality of achievement of learning outcomes in certain fields of study. The most effective way to generate interest in a new subject is to use students' existing interests.

b) Intelligence or wit. Intelligence is the psycho-physical ability to react to stimuli or adapt to the environment in an appropriate way (Reber, 1988). The level of intelligence or intelligence (IQ) really determines the level of success in learning. Individuals who have high intelligence abilities mean they have the opportunity to succeed and be successful (Syaiful B Djamarah, 2004: 61).

c) Talent. In general, talent (aptitude) is the potential ability that an individual has to achieve success in the future (Chaplin, 1972; Reber, 1988). Every individual has talent and the potential to achieve achievements according to their capacity.

d) Motivation. According to Noehi Nasution (1993:8) motivation is a psychological condition that encourages someone to do something. In subsequent developments, motivation was divided into two types, namely intrinsic motivation and extrinsic motivation. The strength and weakness of individual learning motivation also influences learning success.

e) Cognitive abilities. The cognitive domain is an ability that students are always required to master. Because mastery of abilities at this level is the basis for mastery of knowledge. The main cognitive abilities, namely: perception, memory and thinking, have quite a big influence on learning.

Measurement of Learning Achievement

To find out to what extent the learning experience has succeeded in achieving educational goals, an educational evaluation procedure is needed. Ralph Tyler (1950) defined evaluation as a process of collecting data to determine to what extent, in what terms, and how educational goals have been achieved. Evaluation of learning outcomes used at open universities is carried out in the following forms:

1. Independent Tasks (TM). It is an evaluation tool in the form of an objective test, which students must complete independently. TM is designed with the aim that students can learn and measure their abilities early before the UAS (Final Semester Examination).
2. Tutorial Assignments and Student Participation. Courses that are tutorialized and do not require practice or practicum, have tutorial value obtained from tutorial assignments and student participation in tutorials.
3. Professional Capability Consolidation Exam (PKP) In the PKP course, students only take a practical teaching exam and make a learning improvement report.
4. Final Semester Examination (UAS).
5. Final Program Assignment (TAP).

Measuring student academic achievement at UT is similar to measuring academic achievement at other conventional universities, namely measuring the Achievement Index (GPA). Thus, it can be concluded that learning achievement is a level of learning outcomes that can be measured directly by tests and expressed in the form of numbers on report cards or achievement indexes.

ADVERSITY QUOTIENT

Stoltz (2000) with his Adversity Quotient (AQ) concept suggests that individuals who face challenges will be more successful in their work and life. Furthermore, Stoltz added that with the adversity quotient, an individual's ability to overcome every obstacle or problem in life is measured so as not to give up.

Adversity quotient has three forms, namely: first, adversity quotient is a new conceptual framework for understanding and improving all aspects of success. Adversity quotient offers a combination of practical and new knowledge to achieve success. Second, the adversity quotient is a measure to determine an individual's response to difficulties. So far, subconscious patterns have actually been possessed. Third, the adversity quotient is a series of tools that have a scientific basis for improving a person's response to adversity. Regularly, the three elements in the adversity quotient, namely new knowledge, benchmarks and practical equipment, form a complete unity to understand and improve an individual's basic ability to continue to "climb" or struggle to move life goals, achieve goals and make them come true (Stoltz, 2000: 8-12). It can be concluded that the adversity quotient is an individual's basic ability to continue to struggle to overcome all challenges and obstacles in moving and directing life goals, achieving goals, achieving success and being able to make them happen.

Adversity Quotient Dimensions

According to Stoltz (2000:140-166) an individual's adversity quotient consists of four dimensions, namely CO2RE which is an acronym for the four dimensions of the adversity quotient. These dimensions will determine an individual's AQ number.

- a. C = Control. Control asks "how much control does the individual feel over difficult problems?" This dimension is one of the most important beginnings and additions to Martin Seligman's theory of optimism. Control is directly related to empowerment and mutually influences all other dimensions of the adversity quotient. Individuals who have a higher AQ feel greater control over events in life.

- b. O2 = Origin and Ownership (Recognition). Origin and Ownership ask two things, namely "who and what is the origin of difficulties? and to what extent do individuals recognize the consequences of these difficulties?". Individuals with a low adversity quotient tend to see themselves as the sole cause or origin of bad events that happen to them and give rise to feelings of guilt.
- c. R = Reach (range). This dimension asks, "to what extent will difficulties reach other parts of the individual's life?". A response with a low adversity quotient allows difficulties to spill over into other areas of the individual's life. The lower the reach score, the greater the likelihood of considering bad events as disasters. This can cause significant damage if left uncontrolled.
- d. E = Endurance. This dimension asks two things, namely "How long will the difficulties last?" and "how long will the cause of the difficulty last?". The lower the individual's endurance score, the greater the likelihood that the individual considers the difficulty or its causes will last a long time.

Adversity Quotient Measurement

The tool for measuring the Adversity Quotient is called the "Adversity Response Profile (ARP) or response profile to difficulties. Which will provide a brief overview of things that can encourage or hinder individuals from releasing all their potential. ARP has an instrument which is a benchmark which is valid for measuring how individuals respond to difficulties. Research on the adversity quotient using ARP has been carried out in various companies, schools and sports fields. Through a series of repeat tests and follow-up tests, ARP has been proven to be very reliable (Stoltz, 2000: 119-92).

ACHIEVEMENT MOTIVATION

Taxonomically, motivation comes from the word "movere" in Latin, which means to move. Various things that are usually contained in several definitions of motivation include desires, hopes, needs, goals, objectives, encouragement and incentives. Motivation is a mental state that encourages, activates or moves, apart from that, motivation will direct and channel individual behavior, attitudes and actions which are always linked to achieving goals, both organizational goals and individual personal goals (Siagian Sondang, 1995: 142).

Achievement motivation is a theory introduced by David McClelland. The basic theory of achievement motivation remains based on Maslow's needs theory, but is crystallized into three needs: Need for Power (nPow), Need for Affiliation (nAff), Need for Achievement (nAch). While achievement motivation according to Murray (1964) is one of social motivations, Murray defines achievement motivation as an urge to overcome obstacles and maintain high quality, do things as well and as quickly as possible, strive to outperform other people, and exceed achievements that have been achieved. so far. Meanwhile, Heckhausen (1968) defines achievement motivation as an encouragement for individuals to improve or maintain the highest possible skills in all activities where a standard of excellence is used as a comparison (in Djamaah Sopah, 2003).

From several definitions of achievement motivation, it can be concluded that what is meant by achievement motivation is the encouragement of individuals to overcome obstacles and maintain the highest possible skills and qualities in order to achieve success with standards of excellence or success in competition.

Characteristics of Individuals with Achievement Motivation

Individuals who have high achievements are often associated with high motivation, with high achievements individuals will be motivated to achieve high achievements and achieve success and strive to achieve perfection. Research on achievement motivation began in 1910 by Narziss Ach, then continued by Kurt Lewin in 1926 who was followed by other experts (Heckhausen, 1968). highly motivated and low motivated.

The characteristics between individuals who have high achievement motivation and those who have low achievement motivation have differences in abilities, skills and/or performance. According to Murray (1964), individuals who have high achievement motivation will be able to display abilities faster and better than those with low achievement motivation.

McClelland (Morgan, King, Weisz and Schopler, 1986: 281) suggests that there are four main characteristics of achievement motivation, namely:

1. Consider the risks

Individuals who have achievement motivation will first consider the risks faced before starting a job and prefer problems that have a degree of difficulty from moderate to high, challenging but confident that they can be solved. Individuals who have a low level of motivation actually like work or tasks that tend to be easy and even have low risks so that the individual is sure they will not experience difficulties in doing it, and individuals with low achievement motivation actually like work that is routine in nature so they don't need to think about other ways in completing it.

2. Creative and innovative elements

Individuals who have achievement motivation will look for new ways to complete tasks so that they can be completed as effectively and efficiently as possible and do not like routine work but work hard in work that demands authenticity, innovation or problem-solving abilities.

3. Take personal responsibility

Individuals who have achievement motivation will feel themselves responsible for the tasks they will carry out and will try until they are successful in completing them. These individuals are more inclined to think realistically about their abilities and do not like working together in one way to achieve one goal, so a sense of responsibility plays a significant role and can be a measure of a person's level of motivation.

4. Feedback

Individuals who have achievement motivation really like feedback on the work they have done because they consider feedback to be very useful as an improvement in their work results in the future. These individuals really expect feedback from the tasks they are doing, individuals with a low level of motivation do not like feedback because it means that past mistakes are looked back on and these mistakes have no desire to be corrected.

Measuring Achievement Motivation

Individuals who have achievement motivation will not only feel satisfied with being able to do a task but will try hard to achieve certain standards of achievement in doing it, according to Morgan et al (1986:283) who suggest there are three ways of measuring achievement motivation, namely:

1. Projection Test. This test is based on the idea that individuals express feelings of need when given material or no structure. Thematic Apperception Test (TAT) is a projection technique that is widely used to measure achievement motivation in individuals.
2. Scale. Contains statements that individuals must answer regarding their behavior. This statement contains aspects including; consider risk, creativity and innovation, responsibility and McClelland feedback (Morgan, et al, 1986:281) so that from filling in the scale it can

be seen whether an individual's behavior reflects a high or low level of achievement motivation.

3. Situation Test. By observing behavior in situations, it can be seen what motivation is dominant in an individual. The way the observer creates the situation and the individual is shown in the situation, the observer notes the motivation within the individual for example; A high level of achievement motivation can show that an individual completes his or her tasks well and observes a number of business responses made by that individual.

In this research, what will be used as a tool to measure achievement motivation is using a scale with consideration of the scale being more directed at the four aspects, namely: considering risk, creative-innovative, responsibility and feedback from McClelland (Morgan, King, Weisz and Schopler, 1986 : 281).

The Relationship Between Adversity Quotient and Achievement Motivation and Learning Achievement

In realizing learning success, students will face problems and challenges to achieve it. Challenges towards success will be responded to in various ways by individuals. How individuals react to stimuli or adapt to life's problems to achieve success is influenced by psycho-physical abilities. According to Reber (1988) the level of intelligence (IQ) greatly determines the level of learning success. Individuals who have high intelligence abilities have the opportunity to succeed and be successful. There are things outside IQ (Intelligence Quotient) that can influence achievement or success, including emotional intelligence or Emotional Quotient (EQ), interpersonal skills and resilience in facing obstacles and challenges or Adversity Quotient (AQ). AQ underlies all aspects of success, with an individual's AQ measuring their ability to overcome every obstacle or problem in life so as not to give up and is used to help individuals strengthen their abilities and perseverance in facing daily life challenges including success in education. Adversity quotient greatly influences learning outcomes, that students who have high AQ have high motivation and learning achievement (Rose Mini, 2002).

According to Waidi (2002), distance learning requires a high AQ for students who have a high AQ, learning difficulties because there is no face-to-face interaction, difficulty understanding the contents of the module, are not reasons to stop studying or move to another place. For students who have a high AQ, these difficulties will make them "resilient" people. Collision after collision of learning is a separate "subject" which has an adversity quotient competency. Students who have high motivation to achieve achievement will respond and challenge better to the assignments given, get good grades, provide correct and accurate feedback, new and unusual problems, and look for opportunities to try again (Sri Esti WD, 1989: 161-163). Individuals with an optimistic attitude will view the difficulties they face as temporary and can be overcome. This is one of the characteristics of individuals who have a high adversity quotient where students will see challenges in the learning process as opportunities to improve their self-quality. Adversity quotient greatly influences learning achievement, this is in accordance with the statement put forward by Carol Dweck that students who have a high adversity quotient also have high motivation and achievement. (Waidi, 2002).

RESEARCH METHODS

A. Operational Definition of Research Variables

The operational definition is intended as a discussion or meaning of a variable by detailing what the researcher must do to measure the variable (Kerlinger, 1996: 51). The operational definition in this research is:

1. Learning achievement is a learning result that can be seen from changes in the level of ability and mastery of knowledge achieved by students as a result of what they have learned. In this case, learning achievement is seen based on the student's achievement index (IP).
2. Achievement motivation is the drive that exists in individuals to achieve success which is measured by the achievement motivation scale which consists of factors considering risk, creative-innovative elements, responsibility, providing feedback.
3. Adversity quotient is the ability an individual has to face and overcome difficulties to achieve success which is measured by the Adversity Response Profile (ARP) from Stoltz, through this tool the total value of an individual's adversity quotient can be determined. This score is the sum of the scores of the dimensions that form the construct of the Adversity Quotient, which consists of control, origin and ownership, reach and endurance.

B. Population and Sampling Techniques

In this study, the population used was students of the III semester III PGSD undergraduate program at UPBJJ Jakarta Open University. Sampling technique. The sampling technique in this research is the incidental technique. This is because it is difficult to adapt to the academic system of open university students.

C. Data Collection Methods

In this research, several data collection methods were used, namely documentation for the Learning Achievement variable, the Achievement Motivation scale and the Adversity Response Profile (ARP) scale were used for the Adversity Quotient variable.

1. Document Check. This is a search for data regarding things or variables in the form of notes, transcripts, books and so on. Learning achievement data in this research was obtained from transcripts of students' GPA scores.
2. Achievement Motivation Scale. This scale was prepared based on McClelland's theory (Morgan, King, Weisz & Schopler, 1986:281) which includes factors considering risk, creative-innovative, responsibility, paying attention to feedback using the Likert model. The achievement motivation scale consists of 48 statement items which are composed of 24 favorable statements and 24 unfavorable statements.
3. Adversity Response Profile (ARP) scale. The scale used in this research is only one tool compiled by Paul G. Stoltz and is a translation of the Adversity Response Profile (ARP).

D. Instrument Analysis Method

Every research must carry out validity and reliability tests to find out whether the items used measure what they are supposed to measure and their consistency can be relied upon.

1. Validity. A valid instrument means that the measuring instrument used to obtain data (measure) is valid. The results of testing the quality of items on the achievement motivation scale are in the range - 0.032 to 0.821 with $p < 0.05$.
2. Reliability. The reliability of the instrument for the achievement motivation scale used in this research is on a scale of 0.946 from 41 valid items.

E. Data Analysis Method

Data analysis or statistical tests refer to the research hypothesis, data analysis is carried out statistically using bivariate correlation or simply using the Pearson product moment formula. Meanwhile, data analysis and statistical testing of the third hypothesis using the double correlation technique is based on the assumption that double correlation will be able to reveal two variables simultaneously with other variables. To reveal a purely significant relationship between the Adversity Quotient and learning achievement by controlling achievement motivation and a purely significant relationship between achievement motivation and learning achievement by controlling the Adversity Quotient, partial correlation techniques were used.

RESEARCH ANALYSIS RESULTS

Testing hypothesis I obtained a correlation coefficient (r_{1y}) = 0.310 and $P_{y1} = 0.009$, thus the hypothesis that is fulfilled is $p = 0$, the conclusion is that there is a positive relationship between adversity quotient and learning achievement. Testing hypothesis II obtained a correlation coefficient (r_{1y}) = 0.274 and $P_{y1} = 0.022$, thus the hypothesis that is fulfilled is $p = 0$, the conclusion is that there is a positive relationship between achievement motivation and learning achievement. Testing hypothesis III obtained a correlation coefficient (R_{12y}) = 0.323, this shows that there is a positive relationship between the adversity quotient and achievement motivation and learning achievement. Meanwhile, the determination value (R^2) is 0.104. By paying attention to the degree of determination, it can be said that learning achievement can be influenced by the adversity quotient and achievement motivation together by 10.4%. Meanwhile, 80.6% is explained by other variables.

To be able to see variables whose contribution can and cannot be ignored to learning achievement variables, partial correlation is used. It was found that there was a purely significant relationship between the adversity quotient variable and the learning achievement variable by controlling the achievement motivation variable, $r_{12} = 0.278$. This means that the contribution of the adversity quotient variable to learning achievement cannot be ignored. Meanwhile, the relationship between the achievement motivation variable and learning achievement by controlling the Adversity Quotient obtained $r_{21} = 0.294$. This means that the contribution of achievement motivation variables to learning achievement cannot be ignored. All research analysis calculations use the SPSS 11.00 For Windows program.

DISCUSSION

Based on the research carried out, it was found that the correlation between the adversity quotient and the learning achievement of students in the third semester of the UPBJJ Jakarta UT S1 PGSD program was accepted. Individual psychological factors are seen as more essential in influencing the quantity and quality of learning outcomes or learning achievement. Psycho-physical abilities that exist in individuals apart from IQ (Intelligence Quotient) and emotional intelligence or EQ (Emotional Quotient), namely interpersonal skills and resilience in facing obstacles and challenges or Adversity Quotient (AQ) also play a significant role in achieving success.

From the results of the analysis, it was found that there was a correlation between achievement motivation and the learning achievement of students in the third semester of the PGSD UPBJJ Jakarta UT undergraduate program. The results of the research are in accordance with several opinions from experts that individual behavior is driven by certain motives and learning actions will be successful if they are based on the motivation that exists in students. This is also supported by Bloom (1982) who stated that the influence of achievement motivation on learning outcomes is very large.

Based on the results of the analysis, it was found that there was a relationship between the adversity quotient and achievement motivation and the learning achievement of students in the third semester of the PGSD UPBJJ Jakarta UT undergraduate program. The results of this research are in accordance with the opinion expressed by Stoltz (2002) that the adversity quotient (AQ), which is an individual's ability to overcome challenges, plays a significant role in achieving success. This is in line with the opinion of Sri Esti WD (1989) that responding and challenging better, providing correct and accurate feedback, facing new and unusual problems, looking for opportunities to try again are attitudes possessed by individuals with motivation. tall. The above is supported by Carol Dweck's statement that students who have a high adversity quotient also have high motivation and achievement. (Waidi, 2002).

In the independent learning system implemented at the Open University, independence in learning both individually and in groups in determining goals and strategies to achieve learning success is a demand for students who want to be successful which can be seen from their learning achievements. Thus, individual factors play a big role in learning success in an independent learning system. In this research, psychological factors in students, especially adversity quotient factors or the ability to face challenges and difficulties as well as achievement motivation factors, cannot be ignored in achieving achievement or learning success in students.

In accordance with the research results, categorization was carried out to place individuals in separate groups in stages. The results obtained show that the adversity quotient is at 115.71, achievement motivation is at (192.91) and learning achievement is at 1.90. These three variables are included in the medium categorization, so it can be concluded that the level of adversity quotient, achievement motivation and learning achievement of students in the third semester of the UPBJJ Jakarta UT S1 PGSD program is in the medium category.

SUGGESTION

From the discussion and conclusions, the author will convey several suggestions as follows: To be able to improve learning achievement, students should be able to determine the direction or strategy they want to achieve in the educational process they are undergoing by continually improving their various abilities, especially to be able to survive and resolve the problems they face, both those that arise in the academic field and in matters outside of academics.

For institutions, in this case, tutors and parties who directly interact with students are able to provide a competitive atmosphere in all matters related to increasing learning achievement both during tutorial meetings and teaching materials which support the student learning process.

The theoretical suggestion for research is to use a larger sample so that the results obtained in this research are more convincing and for research on learning achievement in UT students to be linked to other variables such as the influence of age.

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