



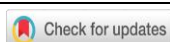
Contribution of Self-Concept and Learning Independence to the Resilience of Students in Open University

Barokah Widuroyukti^{1*}, Inneke Putri Widyani¹, Jahju Hartanti², Lindsay N Bergsma³

¹ Universitas Terbuka, Jakarta, Indonesia

² Universitas PGRI Adi Buana, Surabaya, Indonesia

³ Tilburg University Netherlands, Tilburg, Netherlands



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ABSTRACT

Objective: This study aims to examine cross-sectionally the correlation between self-concept and self-reliance to the resilience ability of the Distance Learning Program Unit-Open University students.

Method: The method used is correlational with the quantitative approach with its measurement instrument using a questionnaire. The data analysis used is correlation analysis with parametric statistics.

Results: The results of this study show that the three variables have a significant positive correlation. The categories of self-concept and self-reliance of students are in the high category, while their resilience ability is in the medium category. **Novelty:** Researchers hope this research will continue, so the following suggestion for the following researchers is to develop an approach in guidance and counseling to improve self-reliance and student resilience in remote lectures.

INTRODUCTION

Students are considered less resilient in dealing with online learning during the pandemic. Some of these characteristics are shown by students' low enthusiasm and confidence in managing their own needs and determining their own learning needs (Sapendi, 2019). Sapendi (2019) states that learning difficulties become learning challenges students must face. If students cannot face these challenges, it can be said that they do not have learning independence. Learning independence positively correlates with self-adjustment ability in students (Yoku, 2016; Weber, 2022). Based on the statement, if the individual has high learning independence, his self-adjustment ability is even higher. Self-reliance teaches responsibility for each individual to achieve individual goals (Agustin & Handayani, 2021). Another opinion also states that if students are unable to adjust to online learning activities, it can be said that students do not have adaptation to lecture conditions (Winata et al., 2021). Learning independence is also positively correlated with the motivation to excel; if students have good learning independence skills, they will also have high achievement motivation (Fitriani et al., 2020).

The main thing that affects learning independence and self-concept is based on the learning environment. The learning environment also contributes very highly to the cognitive abilities of learners. A student environment that is not conducive will hinder students' creativity ability in undergoing online lectures (Roth et al., 2022). Some Indications of students' ability to take part in online lectures include students showing that they do not feel that they do not find a competitive class atmosphere, doing

assignments that are not by their maximum ability, the quality of the assignments shown decreases, the influence of friends who are less motivating, low fighting power when participating in online learning, often feel that their abilities are low compared to other friends, and so on.

The feeling that their self-ability is low means that the individual is indicating that he is experiencing a low self-concept. The statement supports that self-concept has a self-esteem charge, and the two variables are inseparable. If a student's self-concept is low, it will also be a big problem because people with low self-concepts in learning also have low academic motivation (Bharathi & Sreedevi, 2018). The low self-concept will later affect the learning outcomes shown by students in their learning outcomes reports. The report on the learning outcomes of each semester will reflect that the student has experienced study failure or success (Bastaminia et al., 2018).

Self-concept is a necessary learning process. Self-concept can also be said to be a framing of one's experiences that can interpret the external reality of an individual himself (Hartanti et al., 2019; Martínez, 2016). Self-concept can predict student resilience ability, and the two variables have a positive and significant correlation according to the research results conducted by Irianto and the team (Irianto et al., 2021). The negative self-concept that the individual shows in the present will affect the individual in his future (Hartanti et al., 2020). Thus, the role and urgency of the self-concept itself are essential for students undergoing remote learning (TUWEB) because this can also affect several other things in the individual.

Self-concept is significantly capable of influencing behavior. Simultaneously, the ability to resilience and self-concept in individuals can mediate other variables, namely bullying victimization and a sense of well-being individuals (Perinelli et al., 2022; Shemesh & Heiman, 2021). Thus, it can be concluded that a person's resilience ability must be researched and developed because resilience can also affect mental health (Ribeiro-Gonçalves et al., 2023). A person's mental health can be affected by many things, especially the psychological balance that the individual himself has. If an individual does not have a balanced self, it can affect the activity and psychological condition of other individuals. The resilience ability can also describe how much an individual's adaptability is in some situations (Karabıyık, 2020; Weber, 2022).

Based on the background of the above problems, the importance of measuring individual resilience abilities is crucial. Individual resilience ability can affect several other variables in individuals, so research on the correlation between self-concept and learning independence to the resilience ability of students undergoing remote learning (TUWEB) needs to be identified.

RESEARCH METHOD

This research uses a quantitative approach with a cross-sectional correlational method. The identification was carried out briefly using a pilot study that investigated the relationship between self-concept, learning independence, and resilience which was measured using a questionnaire in Distance Learning Program Unit Open University students. The respondents in this study were 98 students of 221 students who were the population in this study. The sampling technique used is simple random sampling by considering that student email data in the student affairs department has changed a lot and is not accommodated by changes because there are no update reports from students, so the sample in this study is intended based on students who get emails from the research team only. The instrument validity and reliability are likely in Table 1.

Table 1. Instrument validity and reliability test results.

Variable	Validity Coefficient	Reliability Coefficient	Category
Self-concept	0.753	0.754	High
Self-reliance	0.500	0.694	Moderate
Resilience	0.694	0.705	High

The data analysis technique uses parametric statistics considering that the data produced is usually distributed and linear. The hypothesis test used is a correlation test using SPSS software. This analysis is supported by observations as secondary data in the report of the results of this study for one week after the instrument is carried out by students.

RESULTS AND DISCUSSION

Results

This study's results describe the self-concept, self-reliance, and resilience level in Distance Learning Program Unit-Open University students. In addition, the results of this study will explain how self-concept and self-reliance affect resilience in students (Wong et al., 2018). The results of the study can be described as follows:

Self-Concept

Self-concept is a variable (X_1) in this study. The results of calculating the percentage in this study state that the self-concept of students undergoing remote lectures has a moderate category, as evidenced in Figure 1.

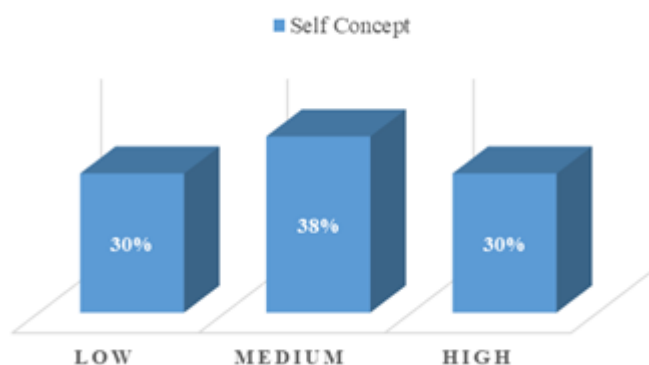


Figure 1. Student self-concept categorization.

The results of this study show descriptive data on the self-concept category of students undergoing remote lectures in the moderate category. Based on Figure 1, it can be explained that students who have self-concept in the high and low categories during remote lectures have a frequency of 30 people with a percentage of 31.0% of the overall sample. Meanwhile, students with a moderate self-concept, 38 people with a percentage of 38.0%.

Self-Reliance

Learning independence is a variable (X_2) in this study. The results of calculating the percentage in this study state that the self-reliance of students undergoing remote lectures has a high category, as evidenced in Figure 2.

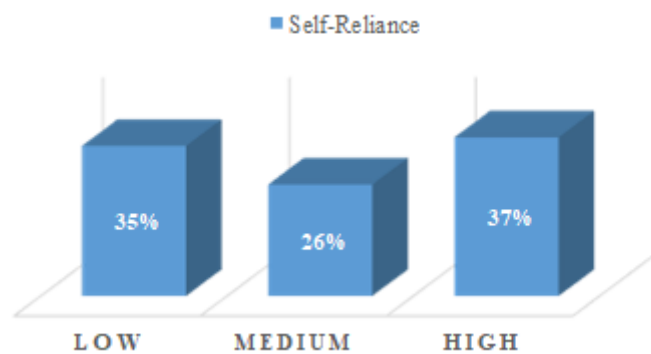


Figure 2. Student self-reliance categorization.

Based on Figure 2, it can be explained that students with self-reliance who undergo remote lectures are in the high category. Students with a low frequency of self-reliance in the low category are 35 people with a percentage of 36.0%, and students with self-reliance in the medium category with a total of 26 people have a percentage of 26.0%. Meanwhile, students with self-reliance in the high category are 37 people, with a percentage of 38.0%. Thus, the self-reliance of students undergoing remote lectures is in a high category.

Resilience

Resilience ability is variable (Y) in this study. The results of the percentage calculation in this study state that the resilience ability of students undergoing remote lectures has a moderate category, as evidenced in Figure 3. Lectures have a moderate category, as evidenced in Figure 3.

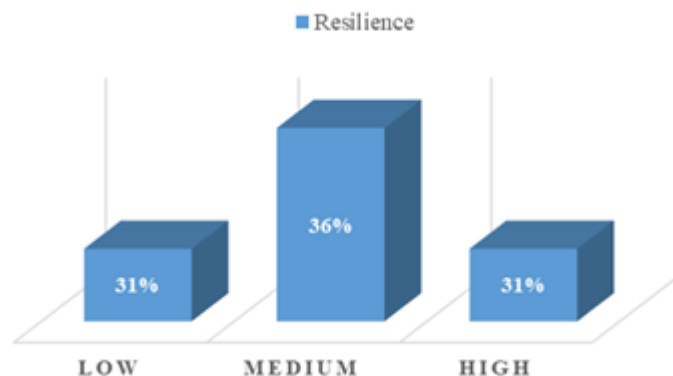


Figure 3. The Categorization of Student Resilience Ability

Based on Figure 3, it can be explained that students with resilience ability in undergoing long-distance lectures are in the moderate category. Students with a frequency of resilience abilities in the low and high categories of 31 people with a percentage of 31.6% each, and students with resilience abilities in the medium category of 36 people have a percentage of 36.8%. Thus, the resilience ability of students undergoing long-distance lectures is moderate.

Hypothesis Test

The hypothesis test results in this study tested the correlation between self-concept and learning independence to the resilience ability of Open University students undergoing remote lectures during the COVID pandemic. The analysis results in this study include

normality and linearity tests as prerequisite tests, then correlational analysis as hypothesis tests.

1) Normality Test

Based on the normality test results below, the three variables have normally distributed data. This is indicated by the coefficient on the self-concept of 0.099, learning independence of 0.132, and resilience ability of 0.631, likely in Table 2.

Table 2. Normality test result.

		Self Concept	Learning Independence	Resilience
N		98	98	98
Normal Parameters	Mean	81.35	36.68	73.66
	Std. Deviation	8.937	3.522	7.616
Most Extreme Differences	Absolute	.124	.118	.076
	Positive	.124	.118	.076
	Negative	-.080	-.066	-.067
Kolmogorov-Smirnov Z		1.227	1.166	.748
Asymp. Sig. (2-tailed)		.099	.132	.631

a. Test distribution is Normal.

2) Linearity Test and Correlational Hypothesis Test

Based on the results of the linearity test in Table 3 shows that self-concept and learning independence toward resilience ability have a significance value of 0.084 which means that the relationship between variables is linear.

Table 3. Linearity test results.

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Unstandardized Residual *Unstandardized Predicted Value	Between Groups	(Combined)	4083.864	81	50.418	1.825	.088
	Linearity		.000	1	.000	.000	1.000
	Deviation from Linearity		4083.864	80	51.048	1.847	.084
	Within Groups		442.133	16	27.633		
	Total		4525.997	97			

After conducting a normality test and a linearity test, in which both results meet the prerequisite test, it can be decided that the hypothesis analysis can be continued with parametric statistics with the results in Table 4.

Table 4. Hypothesis test results.

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.442 ^a	.196	.179	6.902	.196	11.543	2	95	.000

a. Predictors: (Constant), Self-Reliance, Self-Concept

Discussion

Based on the results, it is known that the relationship between self-concept and learning independence to resilience ability in undergoing distance lectures during the pandemic in Distance Learning Program Unit Open University students has a correlation coefficient value of 0.442, which shows an influence in the moderate category. In addition, the contribution of self-concept and learning independence to student resilience was 19.6%. In comparison, 80.4% was determined by other variables not studied in this study (Weber, 2022).

Based on the hypothesis test results above, it can also be inferred from the F value, which shows a significance value of 0.000 where if the F Change value is $0.000 < 0.05$, then the decision is that H_0 is rejected and H_a is accepted. Self-concept and learning independence are significantly related to the resilience ability of students undergoing remote lectures at Open University. The results showed that the value of the correlation coefficient of the three variables was 0.442, which indicates a correlation in the moderate category. The correlation of the three variables in this study has a significance of 0.000 which indicates a very significant relationship. Self-concept and learning independence contributed 19.6% to resilience ability. Other variables may significantly affect students' resilience undergoing remote lectures at Open University.

The correlation shown in this study is positive. If self-concept and learning independence are higher, then the resilience ability will also be higher. This is supported by research that concluded that resilience ability could also be influenced by a person's self-esteem, where if an individual has high self-esteem, he will also have high resilience ability (Findley, 2013). In addition, resilience ability is also related to a person's self-efficacy, which is shown through behavior where a person's self-efficacy can determine the person's resilience ability (Conover & Daiute, 2017).

A person who has low resilience ability is possible due to a learning environment that lacks support in learning. This results in low self-concept and student learning independence in undergoing distance learning. This statement is supported by research that explains the learning environment of nursing students in Israel who experienced distance learning during the COVID pandemic. His research results show that self-efficacy in the academic field, resilience ability, and social support have a positive correlation (Warshawski, 2022). This is what allows the results of this study to show that self-concept and learning independence only contribute to resilience ability by 19.6%. Social support, self-efficacy, self-esteem, and so on are among the 80.4% of variables that affect resilience ability. Self-concept and resilience ability are also mediator variables to bullying resistance and adolescent well-being (Shemesh & Heiman, 2021). Based on the results of the study, it was stated that 507 high schools in Israel often found cases of bullying in schools. If a student does not have high resilience ability, then the student does not have good well-being because, during his time in school, he gets bullying by friends. Resilience skills here are essential for teenagers, especially during remote lectures. Suppose you do not have a good self-concept, learning independence, and resilience ability. In that case, it will cause several destructive impacts, including academic procrastination, saturation, and even a decrease in academic achievement. This is supported by the Research results that academic resilience positively correlates with academic achievement (Karabıyık, 2020; Andriani & Kuncoro, 2020).

Several alternatives for developing a person's resilience ability can be done through integrative therapy by focusing on group counseling (Radulescu, 2015) and FFT-CD or

Family-Focused treatment (Tompson et al., 2017). The integrative therapy approach can be carried out through cognitive games inserted with humor (Anasuri & Anthony, 2018). Through humor, a person's resilience ability will increase due to prolonged stress and a slightly disturbed mental health condition. This is because the condition of distance learning is enough to make students feel bored, so they experience burnout in learning, resulting in decreased mental health (Wang et al., 2019).

Individuals who have high resilience ability will also have high optimism. This is evidenced by a study conducted on 195 students in the USA. Their research proved that students with high resilience abilities would not quickly feel fatigued or have anxiety or insomnia (Haskett et al., 2022). A person with low resilience ability, supported by high self-concept and learning independence, will also affect academic achievement. The results of this study are also supported by research that shows that learning independence has a positive relationship with resilience ability, but resilience ability does not have a significant relationship with intelligence (Ahyani & Raharjo, 2015; Dickinson & Dickinson, 2014). Not only is resilience ability essential for adolescents, but learning independence also plays a vital role in an individual's academic life. According to Sapendi (2019), learning independence also positively correlates to individual academic achievement. Furthermore, research conducted on adolescents in Jayapura also proves that learning independence with self-adjustment (Yoku, 2016).

The influence of peers greatly influences several aspects of a teenager's life. This is also evidenced by the reality in the lives of adolescents, where their environment grows into a supporting factor for their self-development, especially in shaping their self-concept and learning independence. Learning independence and discipline affect learning achievement by 42.2% (Winata et al., 2021). In addition, students who have high learning independence also have a high self-concept. High self-concept also significantly affects peer conformity (Suminar & Meiyuntari, 2016; Widiarti, 2017). This shows that peer conformity can influence self-concept, where self-concept is also a factor that affects learning independence.

During this pandemic, students experience learning independence in the less category caused of study habits and less supportive learning technology (Hidayat et al., 2020; Mayordomo et al., 2016; Newland, 2014). Not only that, but it is also possible that the learning presented by lecturers that is less attractive makes them experience burnout so that learning achievement decreases due to independence and weakened self-concept. The motivation to excel also decreases because the learning environment has no competitors. Learning motivation is a predictor variable for learning independence by 49.0% (Fitriani et al., 2020).

Self-concept can be stimulated from childhood with some games. One of the games that can stimulate self-concept is related to building space with various flat building forms; this not only stimulates self-concept but also stabilizes insights in childhood (Weber & Leuchter, 2022). Self-concept can also affect academic achievement and individual performance (Roth et al., 2022). This is also supported by research that states that an individual's academic self-concept can change academic achievement (Perinelli et al., 2022). It can predict individual career selection based on self-concept and academic achievement (Choy & Yeung, 2022). The impact of the three variables is low on the individual's future, so the three variables need to be developed and instilled in students during remote learning (TUWEB).

Based on the results of this study, the three variables with the highest low category frequency are the learning independence variables. These results can be used as an

evaluation in implementing distance learning for students. There is a need for improvement and immediate intervention for students with low learning independence. Learning independence and resilience itself can be developed through brief counseling, which is one of the short therapies that restore the individual to achieving specific goals, one of which is.

CONCLUSION

Fundamental Finding: Based on research studies, some conclusions can represent the elaboration of research results. First, the self-concept category of Distance Learning Program Unit Open University students has a moderate category, supported by some students conveying that they need to learn their abilities and role in learning activities while undergoing distance lectures. Second, Distance Learning Program Unit Open University students' learning independence is a high category supported by planning to participate in structured TUWEB learning. The three resilience abilities of Distance Learning Program Unit Open University students in the moderate category, supported by most students, said that they have adapted to distance learning. In contrast, many students still feel uncomfortable participating in TUWEB. **Implication:** The relationship between self-concept and learning independence to the resilience ability of Distance Learning Program Unit students showed a significant positive relationship with a correlation coefficient of 0.442 and a significance value of 0.000. **Future research:** the self-concept category of Open University students has a moderate category that needs to be improved. **Limitation:** self-concept and learning independence only on the topic of Indonesian.

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***Barokah Widuoyekti (Corresponding Author)**

Pendidikan Guru SD, Fakultas Keguruan dan Ilmu Pendidikan,
Universitas Terbuka

Email: widuoyektibarokah.ut@gmail.com

Inneke Putri Widyani

Akuntansi, Fakultas Ekonom, Universitas Terbuka

Email: inneke@ecampus.ut.ac.id

Jahju Hartanti

Bimbingan dan Konseling, Fakultas Ilmu Pendidikan,
Universitas PGRI Adi Buana, Surabaya

Email: jahyuhartanti789@gmail.com

Lindsay N. Bergsma

Tilburg University Netherlands

Warandelaan 2, 5037 AB, Tilburg, The Netherlands

Email: u187576@uvt.nl/Lindsay.natalia@gmail.com
