

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

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ABSTRACT 5

Objective: This study aims to examine cross-sectionally the correlation between self-concept and self-reliance to the resilience ability of 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 that 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 undergoing 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 that 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; Bonanno, 2011). 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 in accordance with their maximum ability, the quality of the assignments shown decreases, the influence of friends who are less motivating, low

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