# The Relationship between Learned Helplessness and Adversity Quotient in Working High School Student at Dewantara Sub-strict

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**Abstract:**
*This study aims to determine the relationship between learned helplessness and adversity quotient in high school students who work in Dewantara District. The research method used is a correlational quantitative method which aims to determine whether there is a relationship between two or more variables. Data were obtained through Learned helplessness and Adversity quotient scales. The subjects in this study amounted to 96 respondents of Dewantara High School students who were known to be working, the subjects were obtained based on accidental sampling method. This research was conducted in six high schools spread throughout Dewantara sub-district. data collection using Learned Helplessness and Adversity Quotient scales. The results of this study indicate that there is a significant negative relationship between learned helplessness and adversity quotient, which means that the higher the level of learned helplessness experienced by students, the lower their level of adversity quotient. Conversely, the lower the level of learned helplessness, the higher the level of adversity quotient possessed by students. It can be concluded that learned helplessness has a negative impact on students' ability to face and overcome challenges. Conversely, low levels of learned helplessness can help improve students' ability to face difficulties and challenges.*

**Keywords:** *Learned helplessness, Adversity Quotient, Working Students*

## 1. Introduction

Having a job during school years, especially at the high school level, has become a common experience for adolescents (Herman, 2000). Most students choose to work to meet their daily financial needs and also to cover educational/academic expenses (Tumin et. al, 2020). According to BPS Indonesia as of March 2023, the percentage of students aged 10-24 who work has increased by about 0.86% compared to 2022, which is 7.39%. BPS data also shows that students with high school

equivalent work up to 7.47%, junior high school equivalent up to 2.65%, and elementary school equivalent up to 0.96%. It can be concluded that the higher the level of education, the higher the percentage of students who work. Mortimer (2010) mentioned that students who work long hours tend to have low grades, academic problems, stress, fatigue and lack of concentration, as well as pessimistic feelings. In this situation, working students must have the ability to cope and persevere. If these working students do not have the ability to survive, then they will not be able to live life and will not be able to provide great benefits for their own success (Suganda, 2021).

According to Stolz (2000), individuals who do not have the ability of adversity quotient will have difficulty surviving, feel useless, and feel that their lives are futile. Therefore, the ability to survive or fighting power in life is important for every individual. The researcher conducted an initial survey on 30 students who were known to be working in Dewantara District. The researcher divided the questionnaire based on variables, Learned Helplessness andAdversity Quotient. Based on the initial survey, it was found that most of them have control over difficult situations. However, adversity quotient aspects such as origin, ownership, reach and endurance tended to be low, which resulted in them feeling guilty, having difficulty identifying problems, lacking responsibility and lacking resilience to adversity.

Meanwhile, in the variable of Learned Helplessness, it was found that high school students who worked in Dewantara District fulfilled all three aspects of Learned Helplessness with a fairly high percentage, such as in the stable-unstable and global-specific aspects, which caused them to feel that they would continue to face difficult situations in the long term with effects that spread to all aspects of their lives. Therefore, based on the phenomena obtained from the field, the researcher raised the title "The Relationship between Learned Helplessness and Adversity Quotient in Working Students in Dewantara District".

Stoltz (2000) states that the Adversity Quotient is an individual's ability to overcome difficulties in his or her life and to turn existing difficulties into opportunities to achieve success. Adversity Quotient has 4 aspects: Control, Origin & Ownership, Reach, Endurance (C02RE). According to Mohanty et. al (2015), Learned Helplessness describes a negative condition or experience that occurs continuously in an individual, which causes the onset of giving up behavior to try to get out of the situation.

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## 2. Methode

This study used a quantitative approach of correlation type. The population in this study was high school students who were known to work in Dewantara district.

The research sample is part of the number and characteristics of the population (Sugiyono, 2019). The technique used for sampling in this study is the accidental sampling technique, that is, taking sample members obtained by chance / accidental meeting with researchers, if the person encountered by chance is suitable as a data source, then it can be used as a sample (Sugiyono, 2017).

Data collection in this study uses primary data types, which are data collected directly from the respondents. The primary data used in this study is the questionnaire, and the instruments used in this study are the learned helplessness and adversity quotient scales (Sugiyono, 2019). Questionnaire is a data collection technique that is done by giving respondents a set of questions or written statements to answer (Sugiyono, 2019).

## 3. Result

**Table 1**
**Normality Test**

| One Sample Kolmogorov Smirnov Test | |
|---|---|
| **Significance value** | |
| Learned Helplessnes | 0,200 |
| Adversity quotient | |

*Source: data processed by SPSS (2024)*

Based on Table 1, it can be seen that the Kolmogorov-Smirnov value is 0.050 and the significance is 0.200 (0.200> 0.05), which means that the residual data is normally distributed, so it is suitable for use.

**Table 2.**
**Linearity test**

| ANOVA Tabel | | | | | | |
|---|---|---|---|---|---|---|
| **Variabel** | **Linearity** | **Sum of Squares** | **df** | **Mean square** | **f** | **Sig.** |
| **\*Adversity Quotient Learned helplessness** | Linearity | 2643.624 | 1 | 2643.624 | 100.209 | 0.000 |

Source: data processed by SPSS (2024)

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*Proceeding of MICOPSY 2024*

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Based on the linearity value obtained in Table 2, we know that the significance value is 0.000. Therefore, there is a linear relationship between the Learned Helplessness and Adversity Quotient variables because the significance value is less than 0.05.

**Table 3**
**Correlation Test Results of Learned helplessness with Adversity Quotient**

| Correlation | | | |
|---|---|---|---|
| **Variabel** | **N** | **Pearson Correlation** | **Sig. (2-tailed)** |
| **Adversity Quotient Learned helplessness** | **96** | **-0,730** | **0,000** |

Source: data processed by SPSS (2024)

Based on Table 3, the significance value is 0.000, which is less than 0.05 (0.000 < 0.05), which means that the variables of learned helplessness and adversity quotient are significantly correlated. The Pearson correlation coefficient value is r = -0.730 (negatively correlated), which means that the relationship between the two variables is strong. The higher the learned helplessness, the lower the adversity quotient and vice versa.

## 4. Discussion

Based on the results of the hypothesis testing conducted in this study, it is known that Ha is accepted while Ho is rejected. Both variables have a strong relationship with a negative direction of the relationship. This can be interpreted that the higher the learned helplessness, the lower the adversity quotient, and the higher the adversity quotient, the lower the learned helplessness. The results of this study are consistent with the research of Arum (2019), which shows the same results, namely the negative relationship between learned helplessness and adversity quotient. This means that learned helplessness can reduce the level of adversity quotient to low.

The results of this study indicate that the majority of high school students with learned helplessness are in the moderate category. This means that students experience a decrease in motivation that leads to feelings of helplessness, but only under certain conditions. According to Prayogo & Rehulina (2014), learned helplessness that occurs in childhood and adolescence will cause a decrease in motivation so that they are reluctant to empower themselves. Then seen from

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gender, there is a significant difference where males have higher learned helplessness compared to females.

Students who work in Dewantara district are motivated by lack of family support and economic problems that require them to work to meet family needs. This is also explained by Aminah & Chalid (2023) that educational practices in Aceh are still unable to change the mindset of the community as a whole and also supported by the welfare of the community, so that many parents and students in Aceh, especially in Dewantara subdistrict, consider that work is something they also need to prioritize. Based on this situation, there are many problems and obstacles experienced by students who work, starting from lack of study and rest time,

Feeling helpless and pessimistic in the face of academic difficulties that lead to truancy. Overcoming this requires the ability of the Adversity Quotient. Stoltz (2000) states that the Adversity Quotient is an individual's ability to overcome difficulties in his or her life and to turn existing difficulties into an opportunity to achieve success.

Then the researcher conducted descriptive research on AQ, which showed that the majority of working high school students in Dewantara Subdistrict were in the moderate category (campers), that working high school students in Dewantara Subdistrict, have the ability to overcome difficulties, but require more time and effort, and they tend to be burdened by problems, but can still find a way out. This can be interpreted as different social roles and expectations for men and women, as mentioned by Kinanti et al. (2021) that men are often encouraged to be independent and are considered to have a great responsibility to help the family. In terms of school and major categorization, the majority of working high school students in Dewantara sub-district have a moderate Adversity Quotient (Campers), this can be seen that school origin and major do not make a significant difference in their Adversity Quotient level. This suggests that other factors, such as perseverance, self-motivation, and risk-taking, are more important (Stolz, 2000).

## 5. Summary

Based on the results of the hypothesis testing described in the previous chapter, it can be concluded that there is a significant negative relationship between learned helplessness and adversity quotient among working students in Dewantara District. In other words, the higher the level of learned helplessness experienced by the students, the lower their level of adversity quotient.

Conversely, the lower the level of learned helplessness, the higher the level of adversity quotient possessed by the students. This suggests that learned helplessness has a negative impact on students' ability to face and overcome challenges. Conversely, low levels of learned helplessness may help improve students' ability to face difficulties and challenges.

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