



## **Adversity Intelligence and Digital Literacy on Understanding the Independent Curriculum of Early Childhood Education Teachers**

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### **Abstract**

Education is one of the main indicators of development and quality of human resources. Merdeka Curriculum, which is said to be the answer to the challenges of global human resource competition. This study aims to reveal the influence of adversity intelligence and digital literacy on the understanding of the independent curriculum of early childhood teachers. The research methodology used is quantitative research with a survey approach. The research population is early childhood teachers in Pondok Gede sub-district. The research sample consisted of 39 teachers. The sample technique used random sampling. The research data were obtained from valid and reliable instruments. The results of the study 1) Adversity intelligence has a positive effect on understanding of the Teacher's Independent Curriculum; 2) Digital Literacy has a positive effect on Understanding of the Independent Teacher Curriculum; 3) Adversity Intelligence and Digital Literacy Together and simultaneously on the Understanding of the Free Teacher Curriculum; 4) The coefficient of determination of the influence of adversity intelligence and digital literacy simultaneously and simultaneously on understanding the free teacher curriculum is 99.7%.

### **Keywords**

Adversity Intelligence, Digital Literacy, Merdeka Curriculum

### **INTRODUCTION**

Education will always develop from time to time. Moreover, if we look at the development of the times in this 4.0 era, inevitably it will bring humans to keep up with changes in various things. Change is a dimension of the logical consequence of the journey of human life which in essence will always experience change and development in a more advanced and better direction. The industrial revolution 4.0 was marked by the development of the internet of things which was followed by new technologies in data science, robotics, nanotechnology, etc. The industrial revolution 4.0 is often referred to as the digital revolution and the era of technological disruption due to the proliferation of computers and automation of records in all fields. Society 5.0 is a definite natural result and is the answer to the challenges that occurred from the emergence of the industrial revolution 4.0 where society 5.0 is a society that can take advantage of various innovations born in the era of the industrial revolution to improve the quality of human life (Rohim, 2019). Industry 4.0 and society 5.0 pose big challenges for the global community, especially in the field of education. Challenges and demands for technological literacy require educators to make transformations in education.



Education is one of the main indicators of development and quality of human resources so the quality of human resources will always be associated with the quality of education. National development is strongly influenced by the existence of education that is directly related to the progress of the nation. In the educational process, there will always be a process of learning and learning so it will always experience changes. (Tilaar, 2007). In February 2022 the Minister of Education, Culture, Research, and Technology issued a Decree of the Minister of Education, Culture, Research, and Technology Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Framework of Learning Recovery. This decision was made in the context of recovering learning losses that occur under special conditions, educational units or groups of education units need to develop a curriculum with the principle of diversification following the conditions of the educational unit, regional potential, and students. In addition to responding to learning lagging, these guidelines gave birth to the new term Independent Curriculum, which is referred to as an answer to the challenges of global human resource competition (Baharudin (2021: 195-205).

Educational institutions in responding to the independent curriculum need to build good cooperation with teachers to be able to carry out innovative learning. However, not all teachers have critical awareness, a progressive, adaptive and futuristic attitude toward the times, including changes to the curriculum (Awalia Marwah & Fajriatur, 2022, p. 5941). This condition was more or less influenced by the lack of outreach to seminars discussing Freedom of Learning, especially at the PAUD level (Ifadah & Fatmawati, 2022, p. 548). Lack of socialization, seminars, or workshops will affect the understanding, mastery, and level of teacher readiness. In implementing the curriculum, especially in the teaching and learning process, teacher readiness is fundamental. The level of learning effectiveness is strongly influenced by the behavior of educators and students. Effective educator behavior is clear teaching, using a variety of learning strategies and methods, using a variety of learning media, empowering students, having enthusiasm for learning, and so on (Wote & Sabarua, 2020, p. 2).

The curriculum is the most important part of learning in the world of education. If viewed from the perspective of national education standards, the curriculum is part of the content standards. Content is the main idea that becomes the basis and guide in preparing learning activities in schools. Without a curriculum, schools will be confused as to which direction learning should take. This relates to learning objectives and what you want to achieve. Not only tertiary institutions must have this curriculum, but every level of education from early childhood, elementary, junior high, and high school. Early childhood education is a coaching effort given from birth to the age of 6 so that children are ready for further education. Various aspects of development ranging from religious, moral, social, emotional, physical-motor, cognitive, and language values are developed every day. Early childhood education is education that is given at a golden age which is the foundation for every ability that is developed in children. This time is the most appropriate time to jump-start every potential it has. Education at this time should receive more and special attention related to the learning crisis in Indonesia which has been going on for a long time and has not improved from year to year.

Adversity Quotient (AQ) is a person's ability/intelligence to be able to survive facing difficulties and be able to overcome life's challenges. Someone who has adversity intelligence will be able to face obstacles or obstacles that block in achieving goals. Stoltz



(2000), says that the success or failure of an individual in work or life is determined by adversity intelligence, where adversity intelligence can tell: (1) how far the individual can survive facing difficulties and the ability to overcome them; (2) who will be able to overcome difficulties and who will be crushed; (3) who will exceed expectations of their performance and potential and who will fail; and (4) who will surrender and who will survive. Adversity is defined as misery and misfortune which is considered to be one of the determining factors for one's success (Karimah, 2017). Adversity Intelligence is the ability to inform in dealing with a situation or difficulty and the ability to overcome it. Individual ability to be able or unable to face difficulties (Schoon, 2004). Foreseeing individual capabilities that will fail and exceed expectations of performance and potential. Foreseeing the abilities of individuals who will give up and who can endure adversity. Adversity intelligence is defined as the intelligence of a person's fighting power in dealing with various problems. There are at least 4 (four) aspects of a person having adversity intelligence to be able to predict, such as (1) a person's ability to endure difficulties and overcome the problems they face, (2) the ability to estimate the time limit for someone to overcome difficulties and will give up on difficulties, (3) the ability the extent to which a person can exceed expectations for the performance and potential of each individual, and (4) the ability to predict someone will give up on the difficulties they face (Hartosujono, 2015).

Adversity intelligence has three forms. First, adversity intelligence is a new conceptual framework for understanding and enhancing all facets of success. Through research that has been carried out adversity intelligence offers a piece of new and practical knowledge in formulating what is needed to achieve success. Second, adversity intelligence is a measure to determine individual responses to adversity. Through adversity intelligence, patterns of response to adversity can be measured, understood, and changed for the first time. Third, adversity intelligence is a series of tools that have a scientific basis for improving individual responses to adversity which will lead to improvements in individual personal and professional effectiveness as a whole (Stoltz, 2000). According to Stoltz (2000), adversity intelligence is the ability to turn obstacles into opportunities for success in achieving goals. Adversity intelligence affects knowledge, creativity, productivity, performance, age, motivation, risk-taking, improvement, energy, vitality, stamina, health, and success in the job at hand.

Some other experts call the term adversity intelligence resilience. Resilience, which comes from the Latin word resilience (jump or retreat) is a concept related to positive adaptation in facing challenges. In the science of human development, resilience has a broad and varied meaning, including recovering from traumatic times, overcoming failures in life, and withstanding stress to function properly in carrying out daily tasks. And most importantly, resilience means a pattern of positive adaptation or showing progress in difficult situations (Masten & Gewirtz, 2006). The individual's ability to adapt well even when faced with difficult circumstances is often referred to as resilience. Resilience is a tenacious and resilient attitude that a person has when faced with difficult circumstances.

Based on the descriptions and definitions of several figures above, it can be concluded that adversity intelligence is the ability possessed by individuals to be able to overcome a difficulty, with the characteristics of being able to control difficult situations, assuming the sources of difficulties come from outside themselves, having responsibility



in difficult situations, being able to limit the influence of difficult situations in aspects of life, and have good endurance in dealing with difficult situations or circumstances.

Technological advances impact our lives and everyday relationships, from accessing information and interacting with public services to working from home, from collaborating with colleagues to communicating with friends, and from receiving education remotely to quickly accessing information. Apart from having an impact on everyday life, digital media and technological advances are playing an important role in language teaching. For example, teaching materials designed by teachers such as textbooks, videos, and animated images as well as the use of internet access can support the teaching and learning process. Project Tomorrow (2012) states that educators are more likely than members of the general public to use technological tools such as smartphones and tablet computers; 54% of teachers and 70% of administrators use smartphones as part of their job; 52% of teachers and principals have taken online classes for training purposes. Digital literacy is a basic skill or ability to use a computer confidently, safely, and effectively, including the ability to use office software such as word processing, e-mail, and presentation software, the ability to create and edit images, audio, and video, and the ability to using a web browser and an Internet search engine. These are skills that teachers of other subjects in secondary schools should be able to assume, as analogous to reading and writing skills. "(Royal Society, 2012). Advances in information technology and the internet have resulted in abundant digital information resources (Kurnianingsih, Rosini, & Ismayati, 2017: 62). On the other hand, the development of information technology has positive and negative effects on society.

The development of the digital world can give rise to two opposing sides to the development of digital literacy. One of the concerns that arise is the number of young people who access the internet is very large, namely approximately 70 million people. During the period of studying from home and working from home (work from home), they spend time on the internet, either via mobile phones, personal computers, or laptops.

The idea of digital literacy was popularized by Gilster in 1997 as quoted in Belshaw (2011) stating that "Digital literacy is the ability to understand and use information in multiple formats from a wide variety of sources when it is presented via computers". According to Gilster, digital literacy is the ability to understand and use information in various formats originating from various digital sources displayed via a computer (Belshaw, 2011: 98). In subsequent developments, Bawden (2008) proposed a new understanding of digital literacy that was developed based on the concepts of computer literacy and information literacy. In this new concept, Bawden builds a digital literacy conceptualization consisting of four main components, namely basic digital literacy skills (underpinning), background information knowledge (background knowledge), digital literacy main competencies (central competencies), and information attitudes and perspectives (attitudes). and perspective)(Bawden, 2008: 29-30).

Harjono (2018) argues that digital literacy is a combination of information and communication technology skills, critical thinking, collaborative skills, and social awareness. The framework of Eshet Alkalai and Chajut (2009) consists of the following set of skills:

- Photovisual literacy is the ability to work effectively in digital environments, such as user interfaces, which use graphical communication.



- Reproductive literacy is the ability to create authentic, meaningful written and artistic works by reproducing and manipulating pre-existing digital text, visuals, and audio pieces.
- Branch literacy is the ability to construct knowledge by nonlinear navigation through knowledge domains, such as on the Internet and other hypermedia environments.
- Information literacy is the ability to critically consume information and sort out incorrect and biased information.

Research on digital literacy has also been conducted by Mery Yanti (2016) with the research title Determinants of Student Digital Literacy: The case of Sriwijaya University. This study aims to analyze the contribution of the digital divide to the level of digital literacy among UB students. The results of this study state that digital literacy is influenced by differences in ownership, communication costs, and the age factor for the first time using ICT devices (computers, laptops, and others), the existence of this relationship further explains the urgency to manage interactions between children and ICT devices both through formal, informal and non-formal education. In addition, the results of this study also state the importance of encouraging policymakers to make benchmarks and minimal ICT competency assessment instruments that students must have that are similar to the Test of English as a Foreign Language (TOEFL) or the Academic Potential Test (TPA) (Yanti, 2016).

From the description above the authors formulate the research problem as follows:

- a. Is there an influence of emotional intelligence on understanding the implementation of the independent curriculum?;
- b. Is there any influence of digital literacy on understanding the implementation of the independent curriculum?;
- c. Is there an influence of Emotional Intelligence and Digital Literacy together or simultaneously on the understanding of the Implementation of the Independent Curriculum?

## **METHOD**

The research method used in this study is a quantitative research method with a survey approach. The population of this study was all teachers in the Pondok Gede sub-district. The number of samples in this study amounted to 39 teachers. The sampling technique used is random sampling, sampling technique random sampling is a sampling technique that is done randomly or randomly. Data collection in the form of scores was taken using valid and reliable instruments, including adversity intelligence instruments, digital literacy instruments, and understanding instruments. Implementation of the independent curriculum in the form of an attitude scale instrument. The instrument used was first tested on a trial sample in the study population but was outside the research sample. Data analysis technique using multiple regression analysis. Research hypothesis a. There is an influence of emotional intelligence on understanding the implementation of the independent curriculum; b. There is an influence of digital literacy on understanding the implementation of the independent curriculum; c. There is an influence of Emotional Intelligence and Digital Literacy together or simultaneously on the understanding of the Implementation of the Independent Curriculum.

## **RESULTS AND DISCUSSION**

After obtaining research data, further research data is described as follows: 1). Variable Adversity Intelligence the number of respondents was 39 teachers with the lowest score





4 and the highest score 16, with an average score (mean) of 11.5128, score range 12, standard deviation or standard deviation 2.85502, score that occurs frequently (mode) 12, median 12; 2). Digital Literacy Variable The number of respondents is 39 teachers with the lowest score 7 and the highest score 28, with an average score (mean) of 20.1538, a score range of 21, a standard deviation or standard deviation of 4.98175, score that occurs frequently (mode) 21, median 21; 3). Independent Curriculum Comprehension Variable the number of respondents was 39 teachers with the lowest score 6 and the highest score 24, with an average score (mean) of 17.2821, score range 18, standard deviation or standard deviation 4.26089, score that occurs frequently (mode ) 18, median value (median) 18. Below is a table of descriptions of the research variable data.

Statistics				
		Kecerdasan Adversitas	Literasi Digital	Pemahaman Kurikulum Merdeka (IKM)
N	Valid	39	39	39
	Missing	0	0	0
Mean		11,5128	20,1538	17,2821
Std. Error of Mean		,45717	,79772	,68229
Median		12,0000	21,0000	18,0000
Mode		12,00	21,00	18,00
Std. Deviation		2,85502	4,98175	4,26089
Variance		8,151	24,818	18,155
Range		12,00	21,00	18,00
Minimum		4,00	7,00	6,00
Maximum		16,00	28,00	24,00
Sum		449,00	786,00	674,00

The prerequisite test in this study tested the normality and homogeneity of research data. Following the results of the prerequisite test for data normality of the three variables by conducting the One-Sample Kolmogorov-Smirnov Test, the following results were obtained:

One-Sample Kolmogorov-Smirnov Test				
		Kecerdasan Adversitas	Literasi Digital	Pemahaman Kurikulum Merdeka (IKM)
N		39	39	39
Normal Parameters <sup>a,b</sup>	Mean	11,5128	20,1538	17,2821
	Std. Deviation	2,85502	4,98175	4,26089
	Absolute	,157	,157	,157



Most Extreme Differences	Positive	,150	,125	,151
	Negative	-,157	-,157	-,157
Kolmogorov-Smirnov Z		,984	,982	,978
Asymp. Sig. (2-tailed)		,288	,290	,294

a. Test distribution is Normal.

b. Calculated from data.

From the table above the Asymp score. Sig. (2-tailed) for the Adversity Intelligence variable, it can be  $p\text{-value} = 0.288 > 0.05$ , thus the Adversity Intelligence variable is normally distributed. The Digital Literacy variable obtained  $p\text{-value} = 0.290 > 0.05$ , thus the Digital Literacy variable was normally distributed and for the Merdeka Guru Curriculum Understanding variable it obtained  $p\text{-value} = 0.294 > 0.05$ , thus the Merdeka Guru Curriculum Understanding variable was normally distributed.

Homogeneity test in this study by conducting Levene's Test of Equality of Error Variances obtained the following test results:

**Levene's Test of Equality of Error Variances**

Dependent Variable: Skor

F	df1	df2	Sig.
3,157	2	114	,056

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Kelompok

From the table above the results of the Levene test show a sig of  $0.056 > 0.050$  thus the three data groups come from homogeneous groups

The results of hypothesis testing are as follows:

Multiple Linear Equations and Significance Test of Regression Equation Coefficients. From the coefficients table above, the constants  $b_0 = 0.098$  regression coefficients  $b_1 = 0.978$ , and  $b_2 = 0.294$ . So the multiple linear regression equation is  $\bar{Y} = 0.098 + 0.978X_1 + 0.294X_2$ . Hypothesis:  $H_0 : \beta_1 < 0$  vs  $H_1 : \beta_1 > 0$  and  $H_0 : \beta_2 < 0$  vs  $H_1 : \beta_2 > 0$ . The results of the analysis, as summarized in the table, shows the statistical price for the coefficient of the variable  $X_1$ , namely  $t\text{-count} = 5.221$  and  $p\text{-value} = 0 / 2 = 0.000 < 0.05$  (right side test), or  $H_0$  is rejected which means Adversity Intelligence has a positive effect on Understanding of the Independent Curriculum. Furthermore, the statistical price for the coefficient of the variable  $X_2$  is  $t\text{-count} = 2.739$  and  $p\text{-value} =$



$0.010/2 = 0.005 < 0.05$  (right side test), or  $H_0$  is rejected, which means Digital Literacy has a positive effect on Understanding Free Teacher Curriculum;

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	,098	,169		,580	,566
1 Kecerdasan Adversitas	,978	,187	,655	5,221	,000
Literasi Digital	,294	,107	,344	2,739	,010

a. Dependent Variable: Pemahaman Kurikulum Merdeka (IKM)

Test of Significance of Multiple Regression Equations.  $H_0 : = \beta_1 = \beta_2$  or  $H_0 : \beta_1 - \beta_2 = 0$  and  $H_1 : = \beta_1 \neq \beta_2$  or  $H_1 : \beta_1 - \beta_2 \neq 0$ . From the results of the analysis summarized in the ANOVA table above it is obtained, the value of the statistic  $F_{count} = 5520.371$ , and  $p\text{-value} = 0.000 < 0.05$ , or this means  $H_0$  is rejected. This means that there is a linear influence of the variable Adversity Intelligence and Digital Literacy with an Understanding of the Free Teacher Curriculum. This also means that there is a simultaneous (simultaneous) influence of Adversity Intelligence and Digital Literacy on Understanding the Free Teacher Curriculum;

ANOVA <sup>a</sup>					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	687,655	2	343,828	5520,371	,000 <sup>b</sup>
1 Residual	2,242	36	,062		
Total	689,897	38			

a. Dependent Variable: Pemahaman Kurikulum Merdeka (IKM)

b. Predictors: (Constant), Literasi Digital, Kecerdasan Adversitas

Double Correlation Coefficient Significance Test. Statistical hypothesis:  $H_0: \rho < 0$  and  $H_1: \rho > 0$  The significance test of the multiple correlation coefficient is obtained from the model summary table above. It can be seen that the multiple correlation coefficient ( $R_{y.12}$ ) = 0.998 and  $F_{hit}$  (F-change) = 5520.371, and  $p\text{-value} = 0.000 < 0.05$  or  $H_0$  is rejected. Thus the multiple correlation coefficient between  $X_1$  and  $X_2$  with  $Y$  is significant or significant. While the coefficient of determination is shown by  $R$  Square = 0.997, which means that 99.7% of the variability of the Independent Teacher Curriculum Comprehension variable ( $Y$ ) can be explained by Adversity Intelligence ( $X_1$ ) and Digital Literacy ( $X_2$ ), so it can be concluded that the influence of Adversity Intelligence and





Digital Literacy collectively on Understanding of the Independent Teacher Curriculum of 99.7%;

**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	.998 <sup>a</sup>	.997	.997	.24957	.997	5520,371	2	36	.000

a. Predictors: (Constant), Literasi Digital, Kecerdasan Adversitas

Correlation Between Adversity Intelligence (X1) and Understanding of Independent Teacher Curriculum (Y) by controlling for the influence of Digital Literacy (X2). The results of the analysis obtained  $(r_{y1.2}) = 0.656$ , and  $p\text{-value} = 0.000 < 0.05$  or  $H_0$  was rejected. Thus, the correlation coefficient between Adversity Intelligence (X1) and Understanding of Free Teacher Curriculum (Y) by controlling for the Digital Literacy variable (X2) is significant

**Correlations**

Control Variables		Kecerdasan Adversitas	Pemahaman Kurikulum Merdeka (IKM)
Literasi Digital	Correlation	1,000	,656
	Significance (1-tailed)		,000
	df	0	36
Pemahaman Kurikulum Merdeka (IKM)	Correlation	,656	1,000
	Significance (1-tailed)	,000	
	df	36	0

Correlation Between Digital Literacy (X2) and Understanding of Free Teacher Curriculum (Y) by controlling for the influence of Adversity Intelligence (X1). The results of the analysis obtained  $(r_{y2.1}) = 0.415$ , and  $p\text{-value} = 0.005 < 0.05$  or  $H_0$  was rejected. Thus, the correlation coefficient between Digital Literacy (X2) and Understanding of the Independent Teacher Curriculum (Y) by controlling for the Adversity Intelligence variable (X1) is significant

**Correlations**

Control Variables		Pemahaman Kurikulum Merdeka (IKM)	Literasi Digital
Kecerdasan Adversitas	Pemahaman Kurikulum Merdeka (IKM)	Correlation	1,000
		Significance (1-tailed)	,415
			,005



	df	0	36
	Correlation	,415	1,000
Literasi Digital	Significance (1-tailed)	,005	
	df	36	0

## Discussion

Adversity intelligence has a positive effect on understanding the Free Teacher Curriculum. The results of this study are in line with the results of research by Supriyadi et.al. (2017) with the title "The Influence Of Teaching Method, Emotional Intelligence And Adversity Intelligence Of Students Learning Outcome Videography". The results of his research revealed that adversity intelligence has a positive effect on learning outcomes in videography subjects. A person who has high adversity intelligence will try to get out of the obstacles he faces in realizing his goals or expectations. In this study, most of the information related to the independent curriculum is via the internet or cyberspace, so it takes the will and motivation of teachers to find information. It takes a lot of time to find out and study the independent curriculum. online media, so it takes hard work and tenacity from teachers to understand the independent curriculum. Thus the first hypothesis in this study is supported by empirical data.

### **Digital Literacy has a positive effect on understanding the Independent Teacher Curriculum**

The results of this study support Harjono's (2018) opinion that digital literacy is a combination of information and communication technology skills, critical thinking, collaborative skills, and social awareness. The results of this study are also in line with Mery Yanti's research (2016) with the research titled Determinants of Student Digital Literacy: The case of Sriwijaya University. This study aims to analyze the contribution of the digital divide to the level of digital literacy among UB students. The results of this study state that digital literacy is influenced by differences in ownership, communication costs, and the age factor for the first time using ICT devices (computers, laptops, and others), the existence of this relationship further explains the urgency to manage interactions between children and ICT devices both through formal, informal and non-formal education. Thus the second hypothesis in this study is supported by empirical data.

### **Adversity Intelligence and Digital Literacy simultaneously and simultaneously have a positive effect on Understanding the Free Teacher Curriculum**

The results of this study are in line with the results of research by Supriyadi et.al. (2017) with the title "The Influence Of Teaching Method, Emotional Intelligence And Adversity Intelligence Of Students Learning Outcome Videography". The results of his research revealed that adversity intelligence has a positive effect on learning outcomes in videography subjects. A person who has high adversity intelligence will try to get out of the obstacles he faces in realizing his goals or expectations. In this study, most of the information related to the independent curriculum is via the internet or cyberspace, so it takes the will and motivation of the teacher to find information. It takes a lot of time to



find out and study the independent curriculum. online media, so it takes hard work and tenacity from teachers to understand the independent curriculum. The results of this study support Harjono's (2018) opinion that digital literacy is a combination of information and communication technology skills, critical thinking, collaborative skills, and social awareness. The results of this study are also in line with Mery Yanti's research (2016) with the research titled Determinants of Student Digital Literacy: The case of Sriwijaya University. This study aims to analyze the contribution of the digital divide to the level of digital literacy among UB students. The results of this study state that digital literacy is influenced by differences in ownership, communication costs, and the age factor for the first time using ICT devices (computers, laptops, and others), the existence of this relationship further explains the urgency to manage interactions between children and ICT devices both through formal, informal and non-formal education. Thus the third hypothesis in this study is supported by empirical data.

## CONCLUSION

From the results of the research and discussion it can be concluded: 1) Adversity intelligence has a positive effect on the understanding of the Free Teacher Curriculum; 2) Digital Literacy has a positive effect on the Understanding of the Independent Teacher Curriculum; 3) Adversity Intelligence and Digital Literacy Together and simultaneously on the Understanding of the Free Teacher Curriculum; 4) The coefficient of determination of the influence of adversity intelligence and digital literacy simultaneously and simultaneously on understanding the free teacher curriculum is 99.7%

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