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THE RELATIONSHIP OF DIVERGENT THINKING ABILITY, LEARNING DISCIPLINE, AND RESILIENCE TO ADVERSITY TOWARDS THE MATHEMATICS LEARNING OUTCOMES OF 5th GRADE ELEMENTARY SCHOOL STUDENTS IN CLUSTER 2 MEKARSARI-BATURITI

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ABSTRACT
This study aims to determine the relationship between divergent thinking ability, learning discipline, and resilience to adversity towards the mathematics learning outcomes of fifth-grade elementary school students in Cluster 2 Mekarsari-Baturiti. This research is correlational. The population in this study was 123 students, while the research samples were determined by using the Slovin formula and the obtained results were 94 students. Data collection methods used in this study were questionnaires, tests, and document studies. Data analysis used in this study is multiple regression and partial correlation. Based on the research that has been done, it can be concluded that: 1) There is a relationship between divergent thinking ability and mathematics learning outcomes of 5th grade elementary school students in Cluster 2 Mekarsari-Baturiti with a moderate correlation category. 2) There is a relationship between learning discipline and the mathematics learning outcomes of 5th grade elementary school students in Cluster 2 Mekarsari-Baturiti with a strong correlation category. 3) There is a relationship between resilience to adversity and the mathematics learning outcomes of 5th grade elementary school students in Cluster 2 Mekarsari-Baturiti with a very strong correlation category. 4) There is a simultaneous relationship between divergent thinking ability, learning discipline, and resilience to adversity on the mathematics learning outcomes of 5th grade elementary school students in Cluster 2 Mekarsari-Baturiti with a very strong correlation category.
Keywords: Divergent Thinking, Mathematics Learning Outcomes, Resilience To Adversity, Study Discipline

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PRELIMINARY

Learning outcomes are a process that occurs within individuals when interacting with the environment to obtain changes in behavior (Purwanto, 2010). Learning outcomes can also be said as changes that can be seen in attitudes and individual skills

(Hilmiatussadiah, 2020). Another opinion states that student learning outcomes are the result of the interaction of several factors that influence each other (Sukmadinata, 2009). Factors originating from students themselves which can influence their learning abilities are called internal factors. Meanwhile, factors originating from outside the student which also influence their learning outcomes are called external factors.

Mathematics is a subject whose existence can be found at all levels of education. Mathematics lessons benefit students' arithmetic abilities, such as measuring an object using simple measuring instruments, as well as applying existing formulas to benefit everyday life (Nugroho, 2017). Mathematics is the science of logic in understanding shape, composition, quantity, and concepts that are interconnected in large numbers and divided into three fields: algebra, analysis, and geometry (TIM MKPBM, 2002). Mathematics is a universal science that is a source point for developing science and technology (Wulandari & Rakhmawati, 2019). Another opinion states that Mathematics is a science capable of improving the ability to think logically, critically, systematically, and objectively from students (Gitriani, et al., 2018).

When viewed from its understanding, Mathematics has an essential role in everyday life, but until now, it is still often feared by students. Some students think that Mathematics is a subject that is difficult to understand, abstract in nature, and feels tense when the learning process takes place (Suryaman, 2018). Through this scourge, some students are unaware of and even ignore the importance of mastering Mathematics, so students are less appreciative when participating in the lesson (Utami, 2011). Not a few students think that the material included in Mathematics is challenging to understand and abstract, so students view this subject as a frightening specter (Husna & Saragih, 2015).

In connection with several opinions that convey students' impressions of Mathematics, other studies also add that these negative impressions are based on the difficulties students feel in understanding Mathematical concepts, difficulties in skills applying formulas, and difficulties in solving problems (Wibowo & Agia, 2020). These three primary difficulties result in the mathematics learning process taking place where students are less focused on learning, seem nervous, often chat during learning, give up easily when facing complex math problems, be careless in completing assignments, not enthusiastic when studying, and students often ask for permission to go to the restroom when learning takes place. These conditions are related to internal factors that can affect student learning outcomes, such as intelligence, discipline, the persistence of interest, talent, motivation, and so on (Slameto, 2013).

The purpose of learning Mathematics is that students need the ability to understand Mathematical concepts. Students with a structured understanding of concepts within themselves find new ideas more quickly in solving mathematical problems (Masitoh, 2016). Through learning Mathematics, it is hoped that students will be able to understand and describe the steps that must be followed in solving problems so that the correct answers are found. Self-ability in describing steps and trying new creative ways of solving math problems is related to students' thinking skills in a Divergent manner.

The ability to think in a Divergent manner is related to the intelligence possessed by students and is one of the internal factors related to student learning outcomes. Divergent thinking is a valuable thought process for creating creative ideas by finding various possible solutions (Ni, et al., 2014). From this opinion, if students can apply divergent thinking skills, they are more focused on just one solution but can find and try new solutions to solve their math problems. Divergent thinking is a pattern of thinking spread out/in all directions characterized by fluency, flexibility, originality, and elaboration (Munandar, 1992).

Based on the research results, the ability to think Divergent affects learning outcomes in Mathematics in the cognitive aspect, which can be seen from the t-count and p-value, partially Divergent thinking ability significantly affects mathematics learning outcomes in the cognitive aspects of class VIII students of MTs PP (Hariadi, 2021). Al-Urwatul Wutsqaa Sidrap Fort. In this study, to explore students' Divergent thinking skills, it was conveyed that it can be done by utilizing solutions from ideas they generate themselves and asking and exploring other alternatives that might be used to solve their learning problems.

In addition to Divergent thinking skills, student learning outcomes are also related to other internal factors, namely learning discipline. The success achieved by students in education is influenced by how they learn (Sugeng, 2016). Students with an effective way of learning enable them to achieve better results even higher than students whose way of learning is less effective. Building effective learning requires a sense of awareness in order to remain disciplined and have high learning motivation for students. Learning effectively and efficiently can be realized by students if these students have a disciplined attitude. Students with discipline in their learning always try to organize and use strategies and ways of learning that are right for themselves. The discipline is an individual's awareness of their duties or obligations, as shown by their behavior in controlling and directing themselves according to the rules that apply in their surroundings (Kristin & Sari, 2019).

Study discipline is part of the internal factors that can affect the achievement of student learning outcomes; without high learning discipline, the learning process becomes an activity that is less meaningful for students (Anggraini, et al., 2017).

Damayanti's research results entitled The Relationship between Learning Discipline and Learning Motivation with Mathematics Learning Outcomes show that there is a significant relationship between learning discipline and mathematics learning outcomes (0.448/medium) (Damayanti, 2019). Based on this research, it was obtained evidence that learning discipline is related to student learning outcomes. In learning activities, learning discipline is an essential factor. With the attitude of discipline, students can learn well and regularly. Students with learning discipline always make the best use of their time when they are at home or school so that their readiness to participate in the learning process at school becomes more mature. Meanwhile, students who are less disciplined in learning tend to show less readiness in the learning process and often show bad behavior during the learning process, such as not making homework assigned by the teacher, skipping school during class hours, not paying attention to the teacher's explanation during the learning process, even often violates other school rules.

In addition to Divergent thinking skills and learning discipline, student endurance is also part of the internal factors affecting student learning outcomes. In the learning process, endurance is related to the resilience that exists in each student. Resilience to Adversity Quotient abbreviated as AQ was coined by Paul G. Stoltz (Stoltz, 2007). Adversity in Indonesian means difficulty, a condition of unhappiness and misfortune. Students who are said to have resilience to adversity will always show their efforts to find solutions and answers to their questions or problems. Looking for solutions to solve problems faced with endurance will indirectly train students' abilities to learn to think more creatively.

The results of related research show that the relationship between resilience and learning outcomes in Mathematics with a moderate correlation category (Pertiwi, et al., 2019). Based on the results of this study, there is a significant relationship between resilience and learning outcomes in mathematics. The higher the level of resilience, the stronger the students' endurance in finding solutions to solve math problems. Students with high resilience will usually show an unyielding attitude, and confidence, work hard, and believe in their abilities.

Suppose it is reviewed based on the problems and relevant previous research results. In that case, it is conveyed that Mathematics learning outcomes are related to

internal factors from students, including the ability to think divergently, self-discipline, and resilience to adversity. However, how much these three factors have a relationship with students' learning outcomes is still being determined. It is because no research that has studied this in fifth-grade Elementary School Cluster 2 Mekarsari-Baturiti. Therefore, it is necessary to carry out research on "The Relationship between Divergent Thinking Ability, Learning Discipline and Resilience to Adversity on the Mathematics Learning Outcomes of Class V Elementary School Students in Cluster 2 Mekarsari-Baturiti".

The aims of this research are 1) to determine the relationship between Divergent thinking abilities and the Mathematics learning outcomes of fifth grade elementary school students in cluster 2 Mekarsari-Baturiti, 2) to determine the relationship between learning discipline and the Mathematics learning outcomes of fifth grade elementary school students in cluster 2 Mekarsari-Baturiti, 3) to determine the relationship between resilience to adversity and the Mathematics learning outcomes of fifth grade elementary school students in cluster 2 Mekarsari-Baturiti, 4) to determine the simultaneous relationship between Divergent thinking ability, learning discipline and **resilience to adversity** to the Mathematics learning outcomes of fifth grade elementary school students in cluster 2 Mekarsari-Baturiti.

The novelty in this research is that there are new variables such as resilience to adversity which will be known in relation to mathematics learning outcomes. As well as referring to previous research, further research needs to be conducted, especially in different locations, to prove previous theories at the researcher's place that the theory is suitable so that it can strengthen accountability and high validity. With this consideration, it can be further studied how the relationship between Divergent thinking ability, learning discipline and resilience to adversity to the mathematics learning outcomes can be further studied.

METHODS

This research used quantitative research methods. This type of research is correlational research. In the research process, the researcher does not manipulate the state of the existing variables and immediately looks for the existence of a relationship and the variable relationship level reflected in the correlation coefficient. This research method was chosen because the researcher intends to reveal whether there is a relationship between Divergent thinking skills, learning discipline, and resilience to adversity which are the independent variables with the mathematics learning outcomes of 5th-grade elementary

school students in Cluster 2 Mekarsari-Baturiti which are the dependent variables, by using tests and questionnaires as the main instrument. The obtained data were tabulated based on each student's acquisition score in the form of numbers and then analyzed using statistics to test the hypotheses that had been compiled. Multiple linear regression analysis must be carried out to determine the relationship between the dependent variable (Y) and the independent variables (X_1, X_2, and X_3) one by one or together in this study.

The population in this study was all 5th-grade elementary school students in Cluster 2 Mekarsari-Baturiti for the academic year 2021-2022, with as many as six classes with a total of 123 students. To determine the sample number, the Slovin formula with $n = N/1+(N \times e^2)$ was used by an error rate of 5% and a sample of 94 people was obtained. The test was used to collect data on Divergent thinking skills while learning discipline and resilience to adversity using questionnaires with a Likert scale. Then, the documentation method was used to obtain data about students' mathematics learning outcomes. Before being used in research, test the prerequisites of the instrument first, including:

1) Test the validity of the instrument contents assisted by two experts, then analyzed with the Gregory technique. Based on the results of calculating the content validity of the three instruments, a content validity coefficient was 1, so that the content validity of the three instruments was in the very high category.
2) Test the empirical validity of the instrument; the formula is the product moment contribution formula. Based on testing the validity of the instrument items in this study, the results obtained for the variable ability to think divergent 10 instrument items were declared valid, 25 learning discipline variables were declared valid, and the resilience variable 25 instruments were declared valid.
3) The instrument reliability test was carried out with the Alpha Crombach formula. Based on the reliability test of the instrument in this study, for the variable of divergent thinking ability, a coefficient value of 0.71 was obtained, which was included in the high category; for the learning discipline variable, a coefficient value of 0.90 was obtained which was included in the very high category and for the adversity variable the coefficient value was obtained of 0.92 which is included in the very high category.

The analysis in hypothesis testing was carried out based on data obtained from respondents, namely fifth-grade students in Cluster 2 Mekarsari-Baturiti, through instruments in the form of tests and questionnaires that had been distributed in research activities. The results of this study will be tested using multiple linear regression analysis.

Multiple linear regression statistical tests were also carried out to test the significance of the relationship between variables as measured by their regression coefficients. Multiple linear regression in this study is a regression in which the dependent variable, namely Mathematics learning outcomes, is connected or explained by more than one variable, which in this study are the variables of Divergent thinking ability, learning discipline, and **resilience to adversity**. This study's multiple regression analysis models will be analyzed using the SPSS program. In the linear regression analysis, the t test will be used which aims to explain the significance of the independent variable influence on the dependent variable and the F test which aims to find out whether the independent variables together (simultaneously) influence the dependent variable. By carrying out these tests, it is certain that the independent variables used, either partially or simultaneously, are able to explain the dependent variable.

RESULT AND DISCUSSION

The first hypothesis states that a relationship exists between divergent thinking skills and the mathematics learning outcomes of fifth-grade elementary school students in Cluster 2 Mekarsari-Baturiti. Testing this hypothesis is done with a simple regression technique. Testing the significance and linearity of the influence between divergent thinking abilities and mathematics learning outcomes can be seen in Table 1.

Table 1. Regression Significance and Linearity Test of Mathematics Learning Outcomes on Divergent Thinking Ability

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.556[a]	.309	.302	3.01742	.309	41.219	1	92	.000	1.553

a. Predictors: (Constant), Divergent Thinking Ability
b. Dependent Variable: the mathematics learning outcomes

Based on Table 1, it can be concluded that $\hat{y} = 62.639 + 0.220X_1$ with Freg = 41.219 with a relationship of 30.9% is significant and linear. The effective contribution of the variable of divergent thinking ability to students' mathematics learning outcomes is 11.38%. Because of Freg > Ftable. Based on the correlation analysis between divergent thinking skills (X_1) and mathematics learning outcomes (Y) obtained rcount = 0.556. It means that rcount = 0.556 is significant at $\alpha = 0.05$ (rtable = 0.202).

The second hypothesis states that there is a relationship between learning discipline and the mathematics learning outcomes of fifth-grade elementary school students in Cluster 2 Mekarsari-Baturiti. Testing this hypothesis is done with a simple regression technique. Testing the significance and linearity of the influence between learning discipline and learning outcomes in mathematics can be seen in Table 2.

Table 2. Test of Significance and Regression Linearity of Mathematics Learning Outcomes on Learning Discipline

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.762[a]	.581	.577	2.34984	.581	127.665	1	92	.000	1.757

a. Predictors: (Constant), learning discipline
b. Dependent Variable: the mathematics learning outcomes

Table 2 shows that the regression model $\hat{y}$ = 39.783 + 0.388X2 with Freg = 127.665 with a relationship of 58.1% is significant and linear. The effective contribution of the learning discipline variable to students' mathematics learning outcomes is 27.87%. Based on the correlation analysis between learning discipline (X_2) and mathematics learning outcomes (Y) obtained rcount = 0.762. It means that rcount = 0.762 is significant at $\alpha = 0.05$ (r table = 0.202).

The third hypothesis states that a relationship exists between resilience to adversity and mathematics learning outcomes for fifth-grade elementary school students in Cluster 2 Mekarsari-Baturiti. Testing this hypothesis is done with a simple regression technique. Testing the significance and linearity of the influence between resilience to adversity and learning outcomes in mathematics, as shown in Table 3.

Table 3. Test of Significance and Regression Linearity of Mathematics Learning Outcomes on Resilience to Adversity

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.809[a]	.655	.651	2.13425	.655	174.286	1	92	.000	1.702

a. Predictors: (Constant), Resilience to Adversity
b. Dependent Variable: mathematics learning outcomes

Table 3 shows that the regression model $\hat{y} = 56.996 + 0.250X3$ with Freg = 174.286 with a relationship of 65.5% is significant and linear. The effective contribution of the resilience variable to students' mathematics learning outcomes is 37.70%. That is because of Freg > Ftable. Based on the correlation analysis between resilience (X_3) and mathematics learning outcomes (Y), rcount = 0.809. It means that rcount = 0.809 is significant at $\alpha = 0.05$ (rtable = 0.202).

The fourth hypothesis is tested using multiple regression techniques and partial correlation. The results of testing the significance of the multiple regression equation are presented in Table 4.

Table 4. Test of Significance of the Regression Equation of Divergent Thinking Ability, Learning Discipline, and Resilience to Adversity towards Mathematics Learning Outcomes

Source of variation	Jk	dk	RJk	F count	F table $\alpha = 0,05$	Information
Regression	933,681	3	311,227	100,304	2,68	Significant
Residual	279,255	90	3,103			
Total	1212,936	93				

Based on Table 4, it can be concluded that the regression model $\hat{y} = 41.098 + 0.081.X_1 + 0.186.X_2 + 0.144.X_3$ with Freg = 100.304 ($p < 0.05$) is significant with an effect (R square x 100) of 77%.

The partial correlation technique used is the second-level correlation. It is intended to determine the effect of one independent variable on the dependent variable by controlling the other independent variables. Based on the analysis, the results are shown in Table 5.

Table 5. Partial Correlation Test of Variable Divergent Thinking Ability, Study Discipline, and Resilience to Adversity towards Mathematics Learning Outcomes

Partial correlation	Correlation coefficient	t count	t table	Information
r_{1y-23}	0,355	3,599	1,980	Significant
r_{2y-13}	0,484	5,246	1,980	Significant
r_{3y-12}	0,561	6,431	1,980	Significant

Based on the testing results of the research hypothesis, it can be conveyed the discussion of this study results as follows.

1. The Relationship between Divergent Thinking Ability and Mathematics Learning Outcomes of Class V Elementary School Students in Cluster 2 Mekarsari-Baturiti

This study found a relationship between the ability to think divergently and the mathematics learning outcomes of Class V students at Elementary School in Cluster 2 Mekarsari-Baturiti. This result means that the better the divergent thinking skills of fifth-grade students at Elementary School in Cluster 2 Mekarsari-Baturiti, the better the students' mathematics learning outcomes will be. Thus, the ability to think divergently should be one of the focuses for teachers in improving student learning outcomes at school.

Hariadi also found a significant relationship between divergent thinking skills and mathematics learning outcomes in his research showing that divergent thinking skills affect cognitive aspects of mathematics learning outcomes (Hariadi, 2021). Because the value of p = less than 0.05, thus the ability to think Divergent positively affects learning outcomes Mathematics cognitive aspects of class VIII students MTs PP. Al-Urwatul Wutsqaa Sidrap Fort.

Furthermore, based on the partial correlation test table between the Divergent thinking ability variables and learning outcomes, a value of r with a strong correlation category (Imran, 2019). This value indicates a very strong positive relationship between Divergent thinking skills and learning outcomes.

Divergent thinking skills are expressed as students' skills in developing creative ideas generated by a stimulus (Subali, 2013). Divergent thinking is at the core of the creative thinking process (Anderson & Krathwohl, 2001). Divergent thinking is essential in the first stage of the creative process, namely the formulating stage. The creative process begins with Divergent thinking, in which students think of various solutions to understand a task. This opinion is also confirmed by other opinions, which reveal that Divergent thinking is thinking creatively to find various possible answers based on the information provided by emphasizing the quantity, diversity, and originality of answers (Munandar, 1992).

Based on the explanation above, it is known that Divergent thinking ability is the ability of a person's creative mindset to solve problems given by the teacher in the learning process. The better the students' Divergent thinking skills, the more creative the students' way of solving the problems given by the teacher in the learning process.

The creativity of students in solving problems given by the teacher, of course, will positively impact student learning outcomes, especially in mathematics. Learning

mathematics requires critical, analytical, and creative thinking to solve problems in the learning process. Therefore, it can be concluded that there is a relationship between divergent thinking skills and the mathematics learning outcomes of fifth-grade students at the Elementary School in Cluster 2 Mekarsari-Baturiti.

2. The Relationship between Learning Discipline and Mathematics Learning Outcomes of Class V Elementary School Students in Cluster 2 Mekarsari-Baturiti

This study's results found a relationship between learning discipline and the learning outcomes of fifth-grade students at the Elementary School in Cluster 2 Mekarsari-Baturiti. This result means that the better the learning discipline of fifth-grade students at the Elementary School in Cluster 2 Mekarsari-Baturiti, the better the student learning outcomes will be. So teachers are expected to properly pay attention to student learning discipline factors in the learning process. In Damayanti's research, it was also found that there was a positive and significant relationship between the learning discipline variable and mathematics learning outcomes (0.448/medium) (Damayanti, 2019).

The influence of discipline on learning outcomes is very dominant, so it is necessary to condition it so that the attitude of discipline grows and develops in the pattern of student life. If a student has a disciplined attitude in the learning process, then his obedience and persistence in learning will also continue to increase learning outcomes.

Other research also expressed the same thing: "Learning discipline will have a positive impact on students' daily lives, encouraging them to learn in real practice in life at school and are expected to be able to adapt" (Tu'u, 2004). Discipline at school is not an attempt to make children endure behavior that is not acceptable at school, but rather an attempt to introduce ways and provide experience, the purpose of which is to lead children to become individuals who have discipline from within themselves. Four dominant factors that influence learning discipline, namely 1) self-awareness is also self-understanding that discipline is important for one's goodness and success, 2) following and obedience are steps in applying and practicing the rules that regulate individual behavior, 3) educational tools are tools to influence, change, develop and shape behavior in accordance with the determined and taught values, and 4) punishment is the effect given to someone who tends to disobey the applicable regulations (Tu'u, 2004).

Learning discipline is behavior that can control itself without outside influences, is able to supervise, act voluntarily based on a series of rules and regulations in the learning process. Study discipline is very important in teaching and learning activities in schools,

especially in learning mathematics. The attitude of learning discipline can create a learning atmosphere that is comfortable and conducive to learning. In addition, students who have high learning discipline will be able to focus more and be more diligent in the learning process so that the mathematics learning objectives expected by the teacher can be achieved optimally. Therefore, it can be concluded that there is a relationship between learning discipline and the mathematics learning outcomes of fifth grade students at SD Di Gugus 2 Mekarsari-Baturiti.

3. Correlation between resilience to adversity and mathematics learning outcomes for fifth-grade elementary school students in Cluster 2 Mekarsari-Baturiti

The results of this study found that there was a relationship between resilience to adversity and mathematics learning outcomes for fifth-grade elementary school students in Cluster 2 Mekarsari-Baturiti. This result means that the better the resilience of fifth-grade elementary school students in Cluster 2 Mekarsari-Baturiti, the better the students' mathematics learning outcomes will be. Based on these results, teachers should be able to grow and train students' resilience to adversity by providing students with challenging and fun learning.

Pertiwi, Wiarta, and Ardana also found a significant relationship between resilience to adversity and learning outcomes (Pertiwi, et al., 2019). The results of her research show that there is a significant relationship between resilience to adversity and learning outcomes in Mathematics. Furthermore, another study concluded that there was a significant positive relationship between the Adversity Quotient and the mathematics learning outcomes of Class XI Students of the Madani Integrated Model High School, Palu (Rukmana, et al., 2016).

Resilience, or AQ, is a person's intelligence in dealing with obstacles, difficulties, and challenges that exist in life (Supardi, 2013). This opinion is reinforced by other opinions, which state that resilience is a person's intelligence or ability to overcome difficulties to survive (Agustian, 2001).

People with high resilience will not blame others for setbacks and take full responsibility for resolving conflicts and problems that arise or occur. Students who have the resilience to adversity tend to find solutions or answers to questions or problems they find so that they will indirectly train their creative thinking skills.

Resilience to adversity is an individual's ability to face adversity or misfortune in any undesirable situation. In the educational concept, resilience to adversity is one factor

that influences student learning outcomes. Resilience to adversity is a form of attitude that students must cultivate so they do not easily give up in facing learning problems. Resilience to adversity is also seen as one of the factors that can support student success in achieving optimal learning outcomes. Therefore, it can be concluded that a relationship exists between resilience to adversity and mathematics learning outcomes for fifth-grade students at elementary school in Cluster 2 Mekarsari-Baturiti.

4. The Simultaneous Relationship Between Divergent Thinking Ability, Study Discipline, and Resilience to Adversity Towards Mathematics Learning Outcomes of Fifth-Grade Elementary School Students in Cluster 2 Mekarsari-Baturiti

This study found a simultaneous relationship between divergent thinking skills, learning discipline, and **resilience to adversity** to the mathematics learning outcomes of fifth-grade students at Elementary School in Cluster 2 Mekarsari-Baturiti. In the process of learning mathematics, one of the benchmarks used to determine the achievement of learning goals in mathematics is the results of learning mathematics in students.

The result is the result of a process or effort. At the same time, learning is a process of effort that a person carries out to obtain a new change in behavior due to his own experience interacting with the environment (Slameto, 2013). Meanwhile, the results of learning mathematics are the abilities possessed by students after they receive their mathematics learning experience (Sudjana, 2017). The results of learning mathematics can emerge in various types of changes or proof of behavior.

It is necessary to carry out an evaluation or assessment to determine the results of student mathematics learning, which is a follow-up or a way to measure student mastery. The progress of students' mathematics learning outcomes is measured by not only the level of mastery of knowledge but also attitudes and skills. Thus the assessment of student learning outcomes includes everything that is learned in school concerning knowledge, attitudes, and skills.

This study found that the ability to think divergently, learning discipline, and resilience to adversity are very important factors in learning mathematics for students. These three factors are supporting factors for students to achieve the mathematics learning goals planned by the teacher. Students who have these three factors will more quickly master mathematics concepts. So that the better the ability to think divergently, the discipline of learning, and the resilience to adversity of students in learning mathematics, the better the results of students' mathematics learning will tend to be.

Based on this explanation, it can be concluded that there is a simultaneous relationship between the ability to think divergently, learning discipline, and resilience to adversity in the mathematics learning outcomes of fifth-grade students at Elementary School in Cluster 2 Mekarsari-Baturiti.

CONCLUSION

Conclusions that can be drawn based on the research that has been conducted are 1) There is a relationship between divergent thinking ability and mathematics learning outcomes for fifth grade elementary school students in Cluster 2 Mekarsari-Baturiti with a medium correlation category. 2) There is a relationship between learning discipline and the mathematics learning outcomes of fifth grade elementary school students in Cluster 2 Mekarsari-Baturiti with a strong correlation category. 3) There is a relationship between resilience to adversity and the mathematics learning outcomes of fifth grade elementary school students in Cluster 2 Mekarsari-Baturiti with a very strong correlation category. 4) There is a simultaneous relationship between divergent thinking ability, learning discipline, and resilience to adversity on the mathematics learning outcomes of fifth grade elementary school students in Cluster 2 Mekarsari-Baturiti with a very strong correlation category.

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