

# The Relation between Adversity Quotient and Learning Achievement among Psychology Students Participating in Organizations of Universities in West Sumatera Barat

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**Abstract:** *This study was aimed to see whether there was any relation between Adversity Quotient and learning achievement among psychology students participating in organizations in universities in West Sumatra. The population in this study was psychology students who participated in organizations in universities in West Sumatra, amounting to 118 people. The sampling technique used in this research was purposive sampling which is sampling by taking subjects not based on strata, random or region but based on their specific purpose. The number of samples in this study was 102 people. The trial results show the validity the coefficient on a Adversity Quotient scale from 0.325 to 0.606, while the reliability coefficient is 0.906. Hypothesis test results indicate the magnitude of the correlation coefficient is 0.303 with a significance level of  $p = 0.002$  means that it could be concluded that there was a significant correlation between Adversity Quotient and learning achievement. Positive values indicated that the higher the Adversity Quotient of psychology student who participated in the organizations of universities in West Sumatra, the higher the academic achievement, and the lower Adversity Quotient owned psychology student who participated in the organizations of universities, the lower the academic achievement.*

**Keywords:** Adversity Quotient, Learning Achievement

## 1. Introduction

Human is true learners who keep learning from birth to the end of their lives, both formally and informally in educational institution and in life. Learning isn't only a need, but a must for human so that they could grow and give meaning to their lives. Human could use the life experiences they perceive through their senses to learn and use them as opportunities to continue to grow. Learning is a gradual activity and a very fundamental element in organizing any type and level of education. It means that the success or failure of educational goal heavily rely on the learning process experienced by student when they were at campus or at home or with their family (Syah, 2011).

Students are a group of a young generation studying in university in particular department or study program. Their activities are studying, learning knowledge, learning organization, learning socialization, and learning leadership. This group has a number of attributes, including as core youth group, intellectual group, future leaders, idealistic and critical people, because most of the future of the nation relies on students (As'ari in Ahmaini, 2010).

A student's success in studying can be seen in their academic achievement. According to Azwar (in Ahmaini, 2010), academic achievement is inseparable from several factors, including social factor, in which student has many roles to play. Suparno (in Ahmaini, 2010) states that there are several factors causing failure to achieve learning achievement, including inability to manage non-academic tasks, thus

taking up study time which eventually disturbs the discipline in fulfilling and completing academic tasks.

Student's intellectual ability could determine their success in making achievement. To know whether someone succeeds in learning, there should be an evaluation to determine the student's achievement after the learning process. Learning achievement is inseparable from learning because learning activity is a process, while achievement is the result of the learning process. According to Winkel (in Cahyo, 2010), learning achievement is evidence of the success of one's efforts after undergoing learning experience on what they have done. Meanwhile, according to the Indonesia dictionary (2010), learning achievement is strengthening knowledge or skill developed through subjects, usually indicated by test score or numeric score given by lecturer. So, one's learning achievement is consistent with their level of success in learning material, which is indicated in score of every field of study after going through learning process. Student's learning achievement can be determined after evaluation. Evaluation result could show the student's learning achievement. To get the expected learning achievement, student should note a couple of factors, i.e. external factors and internal factors. External factors include environmental welfare, lecturer competency and learning facility, and the internal factors include intelligence, emotional intelligence, attitude, interest, talent, perseverance, and learning motivation (Syah, 2011).

Poor attitudes include laziness in reviewing lesson, stress due to household chores, inferiority and giving up when facing difficult test items, overthinking problems, and frustration to the point of running away from problem and

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responsibility. Repeated stress could disrupt the normal thinking process, leading to low learning achievement (Hasanah, 2010).

To get good learning achievement, student should persevere to get maximum result. The perseverance and fighting spirit are conceptualized by Stolz (2005) as Adversity Quotient (AQ).

Stolz (2005) posits a theory on AQ which he deems able to bridge one's IQ and EQ. With Adversity Quotient, individual could change obstacle into opportunity because this intelligence determines how far an individual could persevere in facing and overcoming difficulty.

According to Stolz (2005), life is like climbing a mountain, satisfaction achieved through tireless efforts to climb, although sometimes every step feels slow and painful. Success can be formulated as a level to which one moves forward and up, continuing to move forward in life despite the obstacles.

Therefore, Stolz (2005) establishes several types based on their ability to climb. The first type is quitters, which is those who choose to quit, leave, avoid responsibility or withdraw from what they do. The second is camper,, which is those who feel that in their climb, they should stop and camp. The last is climbers, who dedicate their entire lives regardless of background, benefit or loss, misfortune and fortune.

A lot of people have successful materials, ideas, knowledge, etc. because of their perseverance, courage to rise from failure and keep trying until they get what they dream about. Students who can overcome obstacles or failures and turn them into opportunities will have good learning achievement.

Students are closely related to campus, which is a miniature country where students are agents of change, a slogan which is often heard in student life. Students as the biggest component of a campus have massive role in developing the campus or country by presenting constructive ideas. The idea presentation requires a space in the form of organization to support the ideas. In other words, student and organization are inseparable (Ardi and Aryani, 2010).

The description above shows that students who actively participate in organizations are busier and have more problems than those not active in any student organization. Therefore, the researchers interviewed psychology students who had joined organizations for one year inside and outside of the campuses of universities in West Sumatera.

Based on the interview conducted by the researchers on 5-7 March 2015 on psychology students who actively participate in organizations inside and outside of campuses in universities in West Sumatera, the researchers find that students who join organizations have lower and higher learning achievement.

Students have lower learning achievements due to the demands of their organizations for them to express themselves in the performance required by the organizations

and most of them think that the mandates are the most important thing in their lives, so they have difficulty studying because they can't balance organization and study time, reducing the concentration in studying. They also claim to be unable to concentrate in their studies because they have meetings or activities related to their organizations, lowering their achievement.

On the other hand, the researchers also interviewed students with high achievements despite joining organizations. They claim that the organizations affect their learning process, but don't change their learning achievement drastically.

As subjects, the researchers used psychology students who joined organizations because they had participated in the organizations for a long time, thus having unique experience in improving their learning achievements, so they had greater challenges because they had to improve their learning achievement and apply what they learnt on themselves and their environments.

Today, the role of Adversity Quotient becomes more important in day-to-day life along with the increasing difficulties in life. World leaders, children, teachers, parents and teenagers have greater life challenges, and so do psychology students who joined organizations in universities in West Sumatera who were the research subjects in the present study. Beside great demand on the students, the research subjects were transitioning from adolescence to adulthood and experienced many ups and downs.

As far as the researchers knew, there have been many studies on adversity quotient by other researchers, such as Hairatussani Hasanah in 2010 on the relation between adversity quotient and learning achievement of students of SMUN 102 East Jakarta. The research population is 11<sup>th</sup> grade students (XI IPS 1-4 and XI IPA). The research sample was 113 people collected by purposive sampling technique and the research used product moment correlation to test the research hypothesis. Based on the data analysis, the effective contribution of the study is 0.042 and the remaining 0.1832 is contributed by other factors, meaning high adversity quotient doesn't guarantee high learning achievement. (Hasanah, 2010)

The differences between the present study and the previous study were research location, research sample, sampling technique, data analysis technique, and year of research.

Based on the phenomenon above, the researchers were interested in performing a study titled: "The Relation between Adversity Quotient and Learning Achievement among Psychology Students Participating in Organizations in Universities in West Sumatera"

## 2. Theoretical Basis

### Learning Achievement

Gunarso (in Yunaldi, 2013) states that learning achievement is one's maximum result after making study efforts. Achievement can be measured by tests known as learning

achievement test. Learning means a relatively permanent change and behavior occurring as a result of training and experience (Purwanto in Hasanah, 2010).

According to Nana (in Mursid, 2012), learning achievement is one's learning result with certain criteria, so to determine the level of learning achievement, learning evaluation is necessary.

A more common definition of learning achievement is stated by Surya (in Yunaldi, 2013) who describes learning achievement as learning result or change of behavior related to knowledge, skill and attitude after going through certain process, as a result of an individual's experience in interacting with their environment.

Based on the definitions above, it's concluded that one's learning achievement can be seen from their success in understanding a material which is indicated by score of the final result of every lecture material. It's also concluded that learning achievement is change of behaviors which cover three aspects (cognitive, affective and motor aspects), such as mastery, usage, and assessment of various knowledge and skills as the result of learning process and factors affecting them, especially in the form of score given by educator.

### Aspects of Learning Achievement

According to Gagne (2005), there are five aspects of learning achievement, i.e.:

#### a) Intellectual Skills

Intellectual skills cover discrimination, concept and rule. The most concrete form of intellectual skill is discrimination:

- 1) Discrimination is a skill to distinguish object based on the actual characteristics of the object or a skill to realize differences between two objects.
- 2) Conceptual skill consists of mental categorization on objects or events which are related to each other.
- 3) Rule skill is applying a number of connections among a number of concepts into a specific example.

#### b) Cognitive Strategy

Cognitive strategy is finding method to make thinking and learning processes more effective, e.g. using the most efficient way to memorize names.

#### c) Verbal Skill

Verbal skill is ability to state label, fact or essential meaning of verbal knowledge, e.g. citing names of European countries or the essence of an address.

#### d) Motor Skill

Motor skill is showing an action consistent with standards of perfection, e.g. writing.

#### e) Attitude Skill

Attitude skill is choosing to act in a way instead of another to choose a certain series of activities, e.g. choosing to do homework than going to the cinema.

### Adversity Quotient

AQ or Adversity Quotient is a basic principle of success. It's ability to hold out amid obstacles and hindrances. It views an achievement and dream as a climber walking to the peak of success. Linguistically, adversity could mean misery, bad

luck and misfortune and trouble. Quotient means number obtained by dividing one number by another (Echols & Shadily, Hornby in Stoltz, 2005).

Goleman (2005) explains why some people with high IQ fail, while others with average IQ grow well. He introduced a new concept that beside IQ, we have EQ (Emotional Quotient). According to him, EQ could be more important than IQ. EQ could explain why people with high IQ fail, while people with average IQ succeed. The cause is often emotional intelligence which covers self-control, spirit and diligence, as well as ability to motivate self. According to him, IQ only contributes 20% to one's success (Goleman in Stoltz, 2005).

According to Efendi (in Sudarman, 2012), adversity quotient is toughness and perseverance. Stolz (2005) defines Adversity Quotient (AQ) into three forms: first, adversity quotient as a new concept of framework in understanding and enhancing all parts of success. Second, adversity quotient is a measurement on how one responds to difficulty. Third, adversity quotient is equipment based on scientific study to enhance one's ability to respond to a difficulty.

One's success at work and most parts of life depends on adversity quotient. Adversity Quotient indicates how well one can withstand and overcome difficulty, can predict who could withstand difficulty or who could crumble, can predict who could exceed expected performance and potential and who will fail, predict who will give up and who will win (Stoltz, 2005).

Based on the theories of the experts above, it's concluded that AQ or Adversity Quotient is a measurement to see how one could overcome and withstand difficulty they face.

### Dimensions of Adversity Quotient

According to Stoltz (2005), Adversity Quotient consists of four dimensions, i.e. control ("C"), ownership (O), reach ("R"), and endurance ("E"), which are shortened into CORE. Each dimension describes individual's response to difficulty.

#### 1. C = Control

C is short for "control". The focus of this dimension is when a difficulty occurs, how far does an individual feels they can affect what will happen?

People with high C dimension will feel they have bigger control over life events and are relatively immune to powerlessness and able to be proactive in finding solution for their problems (Stoltz, 2005).

Those with moderate C tend to feel control over bad events, depending on the magnitude of the events. The bigger the challenge, the bigger the possibility of withdrawing.

Low C indicates that someone feels bad events are out of their control. They're powerless and they give up easily.

#### 2. O = Ownership

Ownership is related to responsibility, i.e. how far one wants to admit the consequences of a difficulty. People with low ownership tend to not admit the consequences or problems which occur, leading to failure to act, giving up, blaming of others, lack of development, reduced performance and angering others. People with high

ownership will admit the consequences in constrictive way, i.e. very responsible attitude where they will be oriented on action and increased control over occurring events.

### 3. R = Reach

Reach asks how far difficulty will reach other parts of one's life. Some people are upset all day long only because something doesn't go right or because their entire work is ruined by one small mistake.

Low score in R dimension indicates that difficulty which happens in one aspect of life tends to be generalized or perceived to affect other aspects of life. Those with moderate R score (neither high nor low) tend to restrict their difficulties to specific things, but sometimes the difficulties affect other aspects.

### 4. E = Endurance

Endurance is the last dimension of AQ. It asks how long with the difficulty last? People with high AQ keep hoping and remain optimistic. They could see through the worst situations. People with low AQ tend to see setback in the long term.

The lower one's endurance, the bigger the possibility of the person considering a difficulty to last a long time. Conversely, if one's endurance is high, the bigger is the chance of the person considering that difficulty will pass and not last long.

## 3. Method

The research method used in the present study was quantitative research method. The data collection in the present study used scale. Scale is a set of questions on an object which must be answered by individual (Azwar, 2003). The Adversity Quotient scale is used to measure the quality of adversity quotient of an individual using Likert scale (Kerlinger in Hasanah, 2010). The statement items of the Adversity Quotient scale are prepared based on the dimensions of Adversity Quotient according to Stoltz (2005) i.e.: control, origin, ownership, reach, and endurance.

In the present study, the sample was psychology students who had joined organizations for more than 1 year, who had lower learning achievement. The sampling technique used in the present study was Purposive Sampling which is collecting subjects not based on strata, random or region but based on certain purpose (Arikunto, 2006).

The scale in the present study was analyzed using Product Moment Pearson correlation technique which is a technique to find the degree or closeness or relation of the effects of independent variable and dependent variable (Azwar, 2013).

## 4. Result

Based on the result of Product Moment (Pearson) correlation test which was performed using SPSS version 21.0 for windows, where the level of significant ( $\alpha$ ) is 0.01 and correlation coefficient ( $r$ ) = 0.303 with ( $p$ ) sig = 0.002, because ( $p$ ) sig 0.000 < 0.01, the hypothesis was accepted. The result showed that there was positive relation between

Adversity Quotient and Learning Achievement among psychology students participating in organizations in universities in West Sumatera. It meant that the higher the Learning Achievement of psychology student participating in organizations in universities in West Sumatera, the higher the Adversity Quotient. Conversely, the lower the Adversity Quotient of psychology student participating in organizations in universities in West Sumatera, the lower the learning achievement in the university.

The effective contribution of Adversity Quotient to Learning Achievement was 9.2% and 90.8% was contributed by other variables. Some factors which affect learning achievement are study environment which includes air condition, temperature of facility and infrastructure, and location. Then, individual's emotional and learning behavior as positive emotions, e.g. happiness, excitement and curiosity, will affect the individual to concentrate on learning activities, e.g. have discussion actively, pay attention to lecturer, do assignment, and study with discipline (Syah in Latifa, 2014)

## 5. Conclusion

Based on the results of data collection and data analysis by the researchers, a conclusion is drawn to answer the research purpose. Based on the result of correlation test on Adversity Quotient and Learning Achievement, it was found that there was a relation between Adversity Quotient and Learning Achievement, meaning the hypothesis was accepted that the higher the Learning Achievement of psychology students participating in organizations in universities in West Sumatera, the higher their Adversity Quotient. Conversely, the lower the Adversity Quotient of psychology students participating in organizations in universities in West Sumatera, the lower the Learning Achievement in the university.

The effective contribution of Adversity Quotient to Learning Achievement was 9.2%.

## 6. Suggestions

### 1) For Research Subjects

Psychology students participating in organizations in universities in West Sumatera, who have lowering learning achievement, should improve their learning achievement by improving their ability to learn by joining discussion or taking initiative to ask people willing to have discussion, and joining organizations and viewing every obstacle as challenge to get optimal score.

### 2) For Universities in West Sumatera

The students should be assisted to get optimal scores by evaluating the learning results of the students regularly and increasing classroom discussion to see the fighting power of the students when studying while participating in organizations.

### 3) For Future Researchers

Future researchers who are interested in studying the same topic should consider other variables more significantly

related with Adversity Quotient to be related with other variables, including learning environment which includes air condition, temperature of facility and infrastructure, and location. Then, individual's emotional and learning behavior as positive emotions, e.g. happiness, excitement and curiosity, will affect the individual to concentrate on learning activities, e.g. have discussion actively, pay attention to lecturer, do assignment, and study with discipline.

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