The Adversity Quotient Of Pesantren Students: The Effects Of Academic Stress, Emotional Intelligence, Academic Self-Concept and Social Supports

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Abstract

The life of students at Pesantren is usually filled with a dense series of activities, requiring high discipline, accompanied by demands to master knowledge and the implementation of religious values. Such activities are special features of Pesantren education which must be carried out by students every day so that such activities become challenges that must be faced by students. The foregoing sometimes makes students have difficulties in learning processes at Pesantren. The difficulties range from academic pressure to the process of making adjustments to Pesantren environment. Adversity quotient is considered an important concept in students' mental development. Students' success and failure in education can be determined by the extent of adversity quotient. Hence, this study aimed to examine the predictors of students' adversity quotient formation, namely: academic stress, emotional intelligence, academic self-concept, and social supports. Respondents in this study were 268 students of grade VII, VIII, and IX at Pesantren Daar El-Qolam. Sampling deployed a non-probability sampling method using a purposive sampling technique. The validity of measuring instruments was tested by Confirmatory Factor Analysis (CFA). Data analysis used multiple regression analysis. The results of this study indicated that academic stress, emotional intelligence, academic self-concept, and social supports had significant joint effects on adversity quotient as high as 41.0%, the rest was influenced by errors or other factors which were not examined in this study.

Keywords: Adversity Quotient, Academic Stress, Emotional Intelligence, Academic Self-Concept, Social Supports

Introduction

Adversity quotient is defined as one's ability to cope with difficulties and manage such difficulties using his intelligence so that he positions those difficulties as challenges to be resolved (Stoltz, 2000). Students' success and failure at school can be determined by to what degree their adversity quotient is.

Someone who is competent at actively dealing with challenges can adapt to his environment so that he is capable of controlling his psychological and behavioral conditions despite being confronted with many demands (Nikam & Uplane, 2013). Education at Pesantren is a type of education that requires students to learn both religious and general sciences.

According to the preliminary study conducted by the researchers by means of interviewing several students included in the excellent class program at Pesantren Daar El-Qolam, it was revealed that some students faced difficulties in learning processes due to many lessons that they had to understand starting out from religious to general lessons.

Besides, students often postponed their works because of burn-out affected by too many assignments. Occasionally, they were also unable to manage their time due to a large number of activities carried out outside schooling hours.

Some also said that they found it difficult to make adjustments to a new environment and to a condition away from their parents, so that some students felt arduous. Students who are included in the excellent class program have a great responsibility for themselves.

They must be able to maintain scores above 6.00, if students' scores are lower than 6.00 for two consecutive times, they will be dropped out to the Pesantren excluded from the excellent class program. Also, if students do not have good attitudes, and many violations are recorded, the risk is to be dropped out. The rate of dropouts also increases along with students' scores that do not meet the standard and the number of violations students have committed.

Looking at this phenomenon, it is important to study how students manage the difficulties they face while studying at Pesantren. If students can manage such difficulties, then when they are facing the same problems, they can deal with such problems better. This is what is called the adversity quotient.

According to Stolz (2000) there are a number of factors that affect one's adversity quotient, including internal factors associated with the influences of self-variables such as genetics, beliefs, talents, motivation, character, performance, intelligence, and health. Meanwhile, factors related to contextual variables are one's external factors such as education and environments.

A study conducted by Latifa et al. (2018) on the effect of academic stress on the adversity quotient amid students receiving *Bidikmisi* scholarship revealed that academic stress is part of the internal factor of adversity quotient. As the foregoing, to determine one's adversity quotient, it should be primarily clarified that he has a stressor in terms of academic stress.

The results of the foregoing study indicated that academic stress has a significant effect on adversity quotient as high as 77.3%, and the regression coefficient is positive.

This means that the higher the academic stress is, the higher the adversity quotient becomes. Nist-Olejnnik and Patrick (2007) also stated that various kinds of academic and non-academic challenges faced by students will have impacts on their abilities to manage the demands of assignments that they have to do.

According to Lu et al. (2000) stressors can be divided into six elements, namely academic stress, interpersonal stress, familial stress, emotional stress, the stress of future's development, and self-identity stress. Academic stress includes mental and emotional stresses, tension, or the stress triggered by scholastic demands.

Besides academic stress, emotional intelligence can also affect adversity quotient. In Effendi's study (2016) emotional intelligence has a significant effect on adversity quotient as high as 51.9%. This demonstrates that the role and growth of emotional intelligence in education in particular have a very important meaning to develop students with good dignity physically or psychologically, for the sake of improving their strong quality to face various kinds of difficulties.

Thomas (2012) viewed that an academic self-concept is important for students to face their challenges. Academic self-concept is a relatively stable idea that a student has based on a combination of assessments by himself and others (parents, teachers, and peers) regarding behavior, strengths, and weaknesses in the academic domain. Meanwhile, the external factor that is part of the researchers' hypothesis is social supports.

Puspasari (2012) revealed that the environment indirectly affects how a person responds and deals with the events he undergoes. Social supports can make students stronger and resilient in facing difficulties because they have supporters who can motivate them.

You (2011) also stated that social supports can influence the development of students' behavior, and acceptance from peers-related environments is also a key measure of positive or negative experiences at school. Acceptance and supports from peers can give a sense of motivation and help students understand the importance of pursuing academic success.

The purpose of this study is to find out the effects of academic stress, emotional intelligence, academic self-concept, and social supports on the adversity quotient of students at Pesantren Daar El-Qolam.

Research Methhod

This study applied a quantitative approach to explain how a variable affects other variables. The population of this study was the junior high school students of class VII, VIII, and IX at Pesantren Daar El-Qolam in Tangerang-Banten.

This study involved 268 junior high school students as the samples. Sampling referred to a non-probability sampling method by deploying a purposive sampling technique. The validity of instruments in the present study was tested by Confirmatory Factor Analysis (CFA). Data analysis employed multiple regression analysis using the SPSS 20 software.

Adversity Quotient Scale

The instrument for adversity quotient adopted the Adversity Response Profile (ARP) developed by Stolz (2000) consisting of 30 items from four CO2RE dimensions extending to control, origin-ownership, reach,

and endurance. Each item was scored resting upon a 4-point Likert scale ranging from "strongly disagree" to "strongly agree" (See table. 1).

Academic Stress Scale

The instrument of academic stress deployed the Student Academic Stress Scale (SASS) which was already adapted by Latifa, et al (2018) This scale consisted of 50 items with four dimensions, namely affective, behavioral, physiological, and cognitive dimensions. Each item was scored on the basis of a 4-point Likert scale ranging from "strongly disagree" to "strongly agree" (See table 2).

Emotional Intelligence Scale

The instrument of emotional intelligence deployed the Assessing Emotion Scale as an emotional assessment based on the factors identified by Petrides, Furnham and Ciarrochi (2001). This instrument contained 33 items with four dimensions extending to perception of emotions, self-management of emotions, social skills, and harnessing emotions. The assessment used a Likert scale with 4 answer choices ranging from "strongly disagree" to "strongly agree". (See table 3).

Academic Self-Concept Scale

The instrument of academic self-concept used the Academic Self Concept Scale (ASCS) developed by Liu and Wang (2005). This instrument consisted of 20 items with two dimensions, namely academic confidence and academic efforts. The assessment used a Likert scale with 4 answer choices ranging from "strongly disagree" to "strongly agree" (See table 4).

Social Support Scale

The instrument of social supports adopted the Social Provision Scale as proposed by Cutrona and Rusell (1987). This instrument contained six dimensions that fell into attachment, social integration, reassurance of worth, reliable alliance, guidance, and opportunity for nurturance. The assessment used a Likert scale with 4 answer choices ranging from "strongly disagree" to "strongly agree" (See table 5).

Table 1. Adversity Quotient

No	Dimensions	Indicators	Items	Total
1	Control	• An individual is able to control difficulties faced	1,2,8,9, 12,13,22, 26	8
2	Origin-Ownership	• Engagement in facing difficulties • Being responsible • Having a sense of guilty • Admitting mistakes that have ever been made	5, 7,11,14, 15, 18 19, 23, 27, 28	10
3	Reach	• Efforts to manage problems in order not to affect other aspects • Limiting the problems	4,20, 24,25, 29	5
4	Endurance	• Expectation, optimism, and willingness to endure	3, 6, 10, 16, 17, 21, 30	7
		Total		30

Table 2. Academic Stress

No	Dimensions	Indicators	Items	Total
1	Affective	• Anxious, irritable, moody, and afraid	1, 2, 3, 4, 5, 30, 31, 39, 43, 45, 46, 47	12
2	Behavioral	• Withdrawing, unable to sleep, unable to concentrate properly	6, 7, 8 ,9, 10, 12, 13, 24, 29, 33, 34, 35, 40, 41, 42, 48, 49, 50	18
3	Physiological	• Vulnerability to illness, headaches, getting tired easily	11, 14, 15, 16, 17, 18, 25, 26, 28, 32, 44	11
4	Cognitive	• Loss of self-confidence, fear of failure, worry about the future	19, 20, 21, 22, 23, 27, 36, 37, 38	9
		Total		50

Table 3. Emotional Intelligence

No	Dimensions	Indicators	Items	Total
1	Perception of emotions	• Being able to understand one's own emotions • Stimulating positive emotions in oneself	2, 8, 19, 20, 23, 25, 27, 33	8
2	Self-management of emotions	• Trust in oneself • Initiative	7, 9, 12, 17, 21, 22, 28, 31	8
3	Social skills	• Empathy • Adaptability • Building good relationships	1, 4, 5, 11, 13, 15, 16, 18, 24, 26, 29, 30, 32	13
4	Harnessing emotions	• Being able to convince oneself • Giving positive energy to both oneself and others	3 , 6, 10, 14,	4
		Total		33

Table 4. Academic Self-Concept

No	Dimensions	Indicators	Items	Total
1	Academic confidence	• Having confidence in academic achievement. • Having a view of oneself	1, 3, 5, 7, 9, 11, 13, 15, 17, 19	10
2	Academic efforts	• Being optimistic • Having better academic goals.	2, 4, 6, 8, 10, 12, 14, 16, 18, 20	10
		Total		20

Table 5. Social Supports

No	Dimensions	Indicators	Items	Total
1	Attachment	• Close relation with others • Strong emotional relation with others	2, 4, 11, 17, 21	4
2	Social Integration	• Contributing in social environment • Having the same interest group	5, 8, 14, 22	4
3	Reassurance of worth	• Recognition of capabilities • Appreciation for one's abilities	6, 9, 13, 20	4
4	Reliable Alliance	• Having someone that can be relied on • Becoming someone who can be relied on	1, 10, 18, 23	4
5	Guidance	• Having others that can trust • There are other parties who are confounding	3, 12, 16, 19	4
6	Opportunity for nurturance	• Feeling needed by others • Taking responsibility for others	4, 7, 15, 24	4
		Total		24

Results and Discussion

The results of this study indicate that there are significant joint effects of the variables of academic stress, emotional intelligence, academic self-concept, and social supports on the adversity quotient of students at Pesantren Daar El-Qolam as high as 41.0%. Meanwhile, the remaining 59.0% is influenced by other variables outside of this study. The data can be seen in the table below.

Table 6. R Square

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.640[a]	.410	.372	6.91557

Subsequently, the effects of all variables on adversity quotient are analyzed. Based on the F test on table 7, it can be seen that the F test is 10.898 with sig .000 (sig <0.05), so the null hypothesis is rejected. To be noted, the null hypothesis states that there are no significant effects of academic stress (affective, behavioral, physiological, and cognitive dimensions), emotional intelligence (perception of emotions, self-management of emotions, social skills, and harnessing emotions), academic self-concept (academic confidence and academic efforts), and social supports (attachment, social integration, reassurance of worth, reliable alliance, guidance, and opportunity for nurturance) on adversity quotient.

In so doing, the data conclusively indicate that there are significant joint effects of academic stress (affective, behavioral, physiological, and cognitive dimensions), emotional intelligence (perception of emotions, self-management of emotions, social skills, and harnessing emotions), academic self-concept (academic confidence and academic efforts), and social supports (attachment, social integration, reassurance of worth, reliable alliance, guidance, and opportunity for nurturance) on adversity

quotient. The detailed data can be seen in the table below.

Table 7. Significance of Regression Test

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8339.225	16	521.202	10.898	.000[b]
	Residual	12004.100	251	47.825		
	Total	20343.326	267			

At the final step, the regression coefficient of each independent variable (IV) is viewed. If sig <0.05, the regression coefficient is significant, meaning that the IVs have effects on adversity quotient. The regression coefficient of each IV on adversity quotient can be seen in the table below.

Table 8. Regression Coefficient of Independent Variables (IVs) on Dependent Variable (DV)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	63.057	10.475		6.020	.000
Affective	-.144	.068	-.144	-2.133	.034
Behavioral	-.197	.086	-.205	-2.295	.023
Physiological	-.182	.071	-.178	-2.561	.011
Cognitive	.031	.079	.032	.389	.697
Perception of emotions	-.125	.086	-.117	-1.442	.150
Self-management of emotions	.199	.073	.197	2.715	.007
Social skills	.093	.067	.093	1.385	.167
Harnessing emotions	-.082	.068	-.078	-1.207	.229
Academic confidence	.110	.075	.107	1.454	.147
Academic efforts	.037	.072	.035	.507	.612
Attachment	.004	.053	.005	.084	.933
Social Integration	.055	.054	.062	1.002	.317
Reassurance of Worth	-.172	.118	-.079	-1.451	.148
Reliable Alliance	.066	.063	.067	1.042	.299
Guidance	.073	.063	.069	1.154	.250
Opportunity for Nurturance	-.025	.050	-.026	-.512	.609

To see whether the result of regression coefficient is significant or not by looking at the sig value displayed in 8, if sig <0.05, the

effect of the regression coefficient on adversity quotient is significant, and vice versa. In table 8, there are four significant regression coefficients, namely the affective dimension with a sig value of 0.034, the behavioral dimension with a sig value of 0.023, the physiological dimension with a sig value of 0.011, and the dimension of self-management of emotions with a sig value of 0.007.

Meanwhile, other variables produce regression coefficients that are not significant. This means that out of the sixteen minor hypotheses, four null hypotheses are rejected.

The explanations in respect of the regression coefficient value obtained for each independent variable are presented as follows:

1. Affective

    The obtained regression coefficient value of affective dimension is -0.144, and the significance is 0.034 (sig <0.05). This means that H_0 stating "there is no significant effect of affective dimension on adversity quotient" is rejected. This means that there is a significant effect of affective dimension on adversity quotient. The regression coefficient is negative, meaning that the higher the affective dimension is, the lower the adversity quotient becomes, and vice versa.

2. Behavioral

    The obtained regression coefficient value of behavioral dimension is -0.197, and the significance is 0.023 (sig <0.05). This means that H_0 stating "there is no significant effect of behavioral dimension on adversity quotient" is rejected. This means that there is a significant effect of behavioral dimension on adversity quotient. The regression coefficient is negative, meaning that the higher the behavioral dimension is, the lower the adversity quotient becomes, and vice versa.

3. Physiological

The obtained regression coefficient value of physiological dimension is -0.182, and the significance is 0.011 (sig <0.05). This means that H_0 stating "there is no significant effect of physiological dimension on adversity quotient" is rejected. This means that there is a significant effect of physiological dimension on adversity quotient. The regression coefficient is negative, meaning that the higher the physiological dimension is, the lower the adversity quotient becomes, and vice versa.

4. Cognitive

The obtained regression coefficient value of cognitive dimension is 0.031, and the significance is 0.697 (sig> 0.05). This means that H_0 stating "there is no significant effect of cognitive dimension on adversity quotient" is accepted. This conclusively means that there is no significant effect of cognitive dimension on adversity quotient.

5. Perception of Emotions

The obtained regression coefficient value of the perception of emotions is -0.125, and the significance is 0.150 (sig> 0.05). This means that H_0 stating "there is no significant effect of the perception of emotions on adversity quotient" is accepted. This conclusively means that there is no significant effect of the perception of emotions on adversity quotient.

6. Self-Management of Emotions

The obtained regression coefficient value of the self-management of emotions is 0.199, and the significance is 0.007 (sig <0.05). This means that H_0 stating "there is no significant effect of

the self-management of emotions on adversity quotient" is rejected. This means that there is a significant effect of the self-management of emotions on adversity quotient. The regression coefficient is positive, meaning that the higher the self-management of emotions is, the higher the adversity quotient becomes, and vice versa.

7. Social Skills

The obtained regression coefficient value of social skills is 0.093, and the significance is 0.167 (sig> 0.05). This means that H_0 stating "there is no significant effect of social skills on adversity quotient" is accepted. This means that there is no significant effect of social skills on adversity quotient.

8. Harnessing Emotions

The obtained regression coefficient value of harnessing emotions is -0.082, and the significance is 0.229 (sig> 0.05). This means that H_0 stating "there is no significant effect of harnessing emotions on adversity quotient" is accepted. This means that there is no significant effect of harnessing emotions on adversity quotient.

9. Academic Confidence

The obtained regression coefficient value of academic confidence is 0.110, and the significance is 0.147 (sig> 0.05). This means that H_0 stating "there is no significant effect of academic confidence on adversity quotient" is accepted. This means that there is no significant effect of academic confidence on adversity quotient.

10. Academic Efforts

The obtained regression coefficient value of academic efforts is 0.037, and the significance is 0.612 (sig> 0.05). This means that H_0 stating "there is no significant effect of academic efforts on adversity quotient" is accepted. This means that there is no significant effect of academic efforts on the adversity quotient.

11. Attachment

The obtained regression coefficient value of attachment is 0.004, and the significance is 0.933 (sig> 0.05). This means that H_0 stating "there is no significant effect of attachment on adversity quotient" is accepted. This means that there is no significant effect of attachment on adversity quotient.

12. Social Integration

The obtained regression coefficient value of social integration is 0.055, and the significance is 0.317 (sig> 0.05). This means that H_0 stating "there is no significant effect of social integration on adversity quotient" is accepted. This means that there is no significant effect of social integration on adversity quotient.

13. Reassurance of Worth

The obtained regression coefficient of the reassurance of worth is -0.172, and the significance is 0.148 (sig> 0.05). This means that H_0 stating "there is no significant effect of the reassurance of worth on adversity quotient" is accepted. This means that there is no significant effect of the reassurance of worth on adversity quotient.

14. Reliable Alliance

The obtained regression coefficient value of reliable alliance is 0.066, and the significance is 0.299 (sig>

0.05). This means that H_0 stating "there is no significant effect of reliable alliance on adversity quotient" is accepted. This means that there is no significant effect of reliable alliance on adversity quotient.

15. Guidance

The obtained regression coefficient value of guidance is 0.073, and the significance is 0.250 (sig> 0.05). This means that H_0 stating "there is no significant effect of guidance on adversity quotient" is accepted. This means that there is no significant effect of guidance on adversity quotient.

16. Opportunity for Nurturance

The obtained regression coefficient value of opportunity for nurturance is -0.025, and the significance is 0.609 (sig> 0.05). This means that H_0 stating "there is no significant effect of opportunity for nurturance on adversity quotient" is accepted. This means that there is no significant effect of opportunity for nurturance on adversity quotient.

Then, the proportion of each independent variable's (IV) variance on schooling readiness is analyzed. In table 9, the proportion of each IV's variance can be identified from the column of R-square change. Subsequently, the column of F change refers to the F test result of each IV. Concerning the column of Sig. F change, it is to see whether the results of the F test are significant or not. For more details, see table 9 below.

Table 9 . The proportion of DV variances caused
by each IV

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	.363[a]	.132	.128	8.14872	.132	40.368	1	266	.000
2	.479[b]	.229	.223	7.69243	.097	33.492	1	265	.000
3	.543[c]	.295	.287	7.36921	.066	24.756	1	264	.000
4	.546[d]	.298	.287	7.36819	.003	1.073	1	263	.301
5	.573[e]	.329	.316	7.21864	.031	12.010	1	262	.001
6	.607[f]	.368	.354	7.01798	.039	16.197	1	261	.000
7	.613[g]	.376	.359	6.98923	.008	3.151	1	260	.077
8	.620[h]	.384	.365	6.95507	.008	3.560	1	259	.060
9	.626[i]	.392	.371	6.92122	.008	3.540	1	258	.061
10	.627[j]	.393	.369	6.93105	.001	.269	1	257	.604
11	.692[k]	.395	.369	6.93317	.002	.843	1	256	.359
12	.632[l]	.399	.371	6.92192	.004	1.833	1	255	.177
13	.635[m]	.403	.372	6.91563	.003	1.464	1	254	.227
14	.637[n]	.406	.373	6.91079	.003	1.356	1	253	.245
15	.640[o]	.409	.374	6.90544	.003	1.392	1	252	.239
16	.640[p]	.410	.372	6.91507	.001	.263	1	251	.609

Based on the table above, it can be concluded that there are five significant variables out of the sixteen variables on the basis of the proportion of variances, namely affective dimension, behavioral dimension, physiological dimension, perception of emotions, and self-management of emotions. The affective dimension, which is part of the academic stress variable, has a regression coefficient of -0.144 and a significance of 0.034 (sig <0.05).

This means that there is a significant effect of affective dimension on adversity quotient. The regression coefficient is negative, meaning that the higher the affective dimension is, the lower the adversity quotient becomes, and vice versa. According to Nist-Olejnnik and Patrick (2007) affection is a response that arises from feelings. This dimension refers to individual feelings such as feeling anxious, irritable, moody, and afraid. Thus, if an individual has high affective academic stress, he will easily feel hopeless in facing the difficulties he is experiencing.

Meanwhile, the behavioral dimension which is part of the academic stress variable is known to have a regression coefficient of -0.197 and a significance of 0.023 (sig <0.05).

This means that there is a significant effect of behavioral dimension on adversity quotient. The regression coefficient is negative, meaning that the higher the behavioral dimension is, the lower the adversity quotient becomes, and vice versa.

According to Nist-Olejnnik and Patrick (2007) behavioral dimension refers to a response that arises from behavior. This dimension refers to individual behaviors such as withdrawal, using drugs and alcohol, sleeping too much or too little, eating too much or too little, and crying for no reason. Thus, if an individual has a high behavioral academic stress, he tends to find it difficult to face the obstacles he is experiencing while studying at Pesantren.

The physiological dimension which is part of academic stress variable has a regression coefficient of -0.182 and a significance of 0.011 (sig <0.05). This means that there is a significant effect of physiological dimension on adversity quotient. The regression coefficient is negative, meaning that the higher the physiological stress is, the lower the adversity quotient becomes, and vice versa.

According to Nist-Olejnnik and Patrick (2007) physiological stress is a

response that arises from the body's reaction. This dimension refers to an individual's body reactions such as sweaty palms, increased heart rate, dry mouth, feeling tired, having headache, vulnerability to illness, nausea, and stomachaches. Thus, if an individual has a high physiological stress, it tends to make him unable to survive well in learning processes and unable to overcome the obstacles that exist during learning processes at Pesantren.

The emotional intelligence variable in the dimension of the self-management of emotions demonstrates a regression coefficient value of 0.199 and a significance of 0.007 (sig <0.05). This means that there is a significant effect of the self-management of emotions on adversity quotient. The regression coefficient is positive, meaning that the higher the ability to manage one's own emotions is, the higher the adversity quotient becomes, and vice versa.

According to Ciarrochi Joseph et al. (2001) self-management of emotions is an ability that involves the capacity to actively adapt to negative emotions, using self-regulation strategies to improve the intensity or duration of these emotional states. An individual who can manage his emotions well has positive self-confidence, so that the more positive the individual's confidence is, the better his readiness is to face various situations. Thus, an individual who can manage his own emotions well has a high adversity quotient.

Conclusion

Based on the results of data analysis of the present study, it can be concluded that there are significant joint effects of academic stress, emotional intelligence, academic self-concept, and social supports on the adversity quotient of students at Pesantren Daar El-Qolam, demonstrated by 41.0%. Meanwhile, the rest is influenced by errors or other factors which are not examined in this study. Based on the categorization results of variables'

scores, students at this Pesantren have a high adversity quotient, namely 52.2%. Meanwhile, from the results of testing minor hypotheses pursuant to each regression coefficient on the dependent variables, there are four significant regression coefficients out of the sixteen dimensions, namely affective dimension, behavioral dimension, physiological dimension, and the dimension of self-management of emotions.

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