DESCRIPTION OF ADVERSITY QUOTIENT IN LEARNING IN THE TIME OF COVID 19 IN STUDENTS OF THE FACULTY OF EDUCATION AT GORONTALO STATE UNIVERSITY

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ABSTRACT

The goal to be achieved in this research is to analyze the adversity quotient in undergoing lectures during the covid 19 period for students of the Faculty of Education, State University of Gorontalo. The long-term goal of the adversity quotient description for students of the Faculty of Education, State University of Gorontalo is to provide benefits as information material about the importance of the adversity quotient character in increasing student potential optimally in education. The specific objective to be achieved is that the availability of this research information can be used as a reference for lecturers in efforts to improve the quality of the educational process and outcomes of Gorontalo State University, especially the Faculty of Education, Gorontalo State University.

This research is a quantitative descriptive research design with one variable design, namely the student adversity quotient. This research will last for 1 year, the flow of research activities: (1) Initial observations, (2) Developing Instruments, (3) Carrying out expert validation (4) Performing Expert Validation Results (5) Carrying out Validity and Reliability Tests, (6) Conducting Revised the results of the Validity and Reliability Test, (7) Implementing student adversity quotient analysis tests, (8) Analysis of research results, and (9) research reports.

The results obtained 48 valid items with a reliable score of 0.907. The average adversity quotient of students from the Faculty of Education, State University of Gorontalo is 69%. This illustrates that students of the Faculty of Education, State University of Gorontalo have an adversity quotient in the medium category. The Control indicator got a score of 69.42%, the Origin and Ownership indicator got a score of 64.56%, the Reach indicator got a score of 79.76%, and the Endurance indicator got a score of 69.4.

Keywords: Adversity Quotient

INTRODUCTION

Learning achievement is an accumulation of an effort process that is carried out on an ongoing basis which requires various individual intelligences to achieve it. This implies that as individuals who are undergoing education are required to be able to manage their potential optimally, not least as students who are studying at the Higher Education level. Students are an investment in the nation's future which is very important for the progress and development of a country. According to (Muhlisa, 2014) the role of students is so complex that they must be carried out starting from actively participating in learning, developing science and technology, devoting knowledge to benefit the community, completing academics in a planned manner, conducting self-evaluations involved in intracampus organizations or extracurricular activities, and still many others. All of these activities expect students to be able to complete their hopes or goals from various challenges, obstacles, obstacles that come and go every time.

Learning problems in lectures is a phenomenon that cannot be avoided by every student. Likewise, student responses to each problem that comes are certainly different. The difference in response is caused by many things, including the characteristics and intelligence of individuals who are unique from one another. One

form of ability or intelligence that affects the difference is the adversity quotient (intelligence of fighting power). The concept of adversity quotient was first introduced by Stoltz, as an individual's ability to face conditions full of challenges, obstacles or problems in life to achieve a goal (Sudarman, 2010). In line with that, according to the results of research revealed by Hidayat & Sari (2019), that the adversity quotient is able to have a good influence on improving the quality of critical thinking in overcoming a problem.

In addition, Stoltz (2000) also said that individuals who have a high adversity quotient are able to try to do every task they are assigned even though they are faced with various difficulties, on the contrary, the absence of an adversity quotient will cause individuals to stop completing tasks when faced with difficulties.

In its implementation, Adversity Quotient has several types of levels, namely: (1) Climber where when there is a problem that is difficult to solve, it will try as optimally as possible in solving it, (2) Camper is a level where there is still a willingness to face obstacles but is easily satisfied with what has been achieved and not trying as optimally as possible, (3) Quitter, namely avoiding problems, easily despairing, giving up easily and if faced with difficulties they will retreat (Amin & Khabibah, 2019). The diversity of levels of Adversity Quotient certainly illustrates that students must be able to evaluate their quality continuously so that they can improve in increasing the Adversity Quotient as optimally as possible.

However, it is not as easy as imagined that all students will have a high Adversity Quotient, but on the contrary there are many problems for students. This can be seen from a preliminary study conducted on students through the results of observations and interviews with several students of the Faculty of Education, State University of Gorontalo in the odd semester of 2020 which later found that there were a lot of student complaints during lectures, ranging from the many assignments, lectures that not meeting face-to-face, losing relationships, not having data packages, worrying about self and environmental conditions, lazy to study because they are constantly online, lecturers who explain are not enthusiastic and interesting, find it difficult to follow a busy class schedule, easily disappointed when what is planned is different from what is expected, difficult communication with new people and difficult to adjust to the online learning system.

From the explanation regarding the adversity quotient problem experienced by the student, it is necessary to follow up in order to obtain more comprehensive information so that it can be used as data or information for better handling. Therefore, the author is interested in conducting research on the description of the adversity quotient in undergoing lectures during the covid 19 period for students of the Faculty of Education, State University of Gorontalo. The relationship between this research and the strategic goals and superior fields of the State University of Gorontalo is in the development of social humanities, arts and culture, and education which is devoted to the development of local culture in character building and the development of an educational model based on character development. Adversity Quotient is one of the important characters that must be possessed by students because it makes them more mature in dealing with life's problems, especially in achieving academic achievement and completing studies on campus.

LITERATURE REVIEW
Adversity Quotient

Every problem is a challenge as well as an opportunity that must be handled wisely. One of the things that every individual needs to have in going through these challenges is the adversity quotient, which according to Stoltz (2000) as the originator of the adversity quotient explains it as a person's ability or intelligence to endure and overcome difficulties. Besides that, the adversity quotient can be translated as intelligence in managing life so that it is able to create opportunities from the misfortunes faced (Abdilah, 2006).

The Language Center of the Ministry of National Education (2005) translates the term adversity quotient as intelligence of fighting power, with the intention of being the ability to do something in order to achieve expectations or goals with persistence. In line with that, adversity quotient can be understood as intelligence

in directing, developing thought processes and actions when facing obstacles or difficulties that can make him miserable (Nashori, 2007). Adversity quotient can be expressed in several forms, namely. a conceptual framework for achieving success, a measure of understanding response to adversity, and in the form of a set of scientifically based tools for improving response to adversity, all of which can be interpreted as new knowledge, benchmarks and practical tools, which are comprehensive will be an individual's valuable investment in living daily life (Stoltz, 2000).

The same thing was conveyed by Nggermanto (2002) that the Adversity quotient is so important because it is able to be an ability to show how great it is to be able to withstand adversity and overcome it, can be used as an instrument in predicting who will be able to overcome difficulties and who will give up, can predict who will carry out the task. performance according to goals and lead to failure, and able to predict who will give up and become the winner

Based on the opinions of experts regarding the adversity quotient, it can be concluded as an individual's ability to survive in the face of various difficult pressures by creating the best solutions in order to be able to solve various problems, overcome obstacles and obstacles and then turn them into opportunities to achieve the expected goals.

Furthermore, if it is related to a situation where individuals are undergoing lectures, especially during the covid 19 period, of course the adversity quotient will be directed to adapt to every obstacle faced in these situations and conditions ranging from psychological, physical, material, technical and non-technical and other matters.

RESEARCH METHODS

This study uses quantitative research, in this study using data collection techniques using Likert scale questionnaires given to research respondents, where the researcher's questionnaire is closed, consisting of positive items and negative items. The modification of the Likert scale is intended to eliminate the weaknesses contained in the five-level questionnaire, on the grounds that the modification of the Likert questionnaire by eliminating the middle answer category is based on these three reasons. If an answer category is provided, it will eliminate a lot of research data, thereby reducing the amount of information that can be collected from the respondents. While the scoring uses an arithmetic series, which is a sequence of numbers in which every pair of consecutive terms has the same difference.

Positive responses to favorable items will be given a higher score than negative responses. Conversely, a positive response to an unfavorable item will be given a lower score than a negative response. For positive items, the answer choices are very appropriate (SS) = 4, appropriate (S) = 3, not suitable (TS) = 2, very inappropriate (STS) = 1. Meanwhile, for negative items, the answer choices are very appropriate (SS) = 1, suitable (S) = 2, Not suitable (TS) = 3, Very unsuitable (STS) = 4.

The instrument then went through expert testing and validity and reliability tests. Where in this study, 48 valid items were obtained with a reliable score of 0.907 which were carried out through the SPSS 20 tool. The procedure for distribution of research instruments used 2 ways, namely through the distribution of google forms containing items of questions or statements used to collect online data, and to collection through offline or face-to-face systems or distributing instruments directly to students to fill them out.

RESEARCH RESULTS AND DISCUSSION

Based on the results of initial observations at the Faculty of Education, State University of Gorontalo, it was found that there were a lot of student complaints during lectures, ranging from the many assignments, lectures that did not meet face-to-face, lost relationships, lack of data packages, worried about self and environmental conditions, lazy to study because they continue to be online, lecturers who explain are not enthusiastic and

interesting, difficult to follow a busy class schedule, easily disappointed when what is planned is different from what is expected, difficult communication with new people and difficult to adjust to the online learning system.

The student adversity quotient data was obtained through the distribution of the adversity quotient instrument to the students of the UNG Faculty of Education.

Based on the results of the distribution of the adversity quotient instrument, the average student adversity quotient was 69% in detail, which can be seen in table 4.2 as follows:

Table 1 Adversity Quotient Percentage of Students

Major	Persentase *Adversity Quotient*
Counseling guidance	69%
Primary teacher Education	68%
Teacher education for early childhood education	68%
Education Management	71%
Non-formal education	70%
Average	**69%**

The data when described in graphical form can be seen in graph 4.1 as follows:
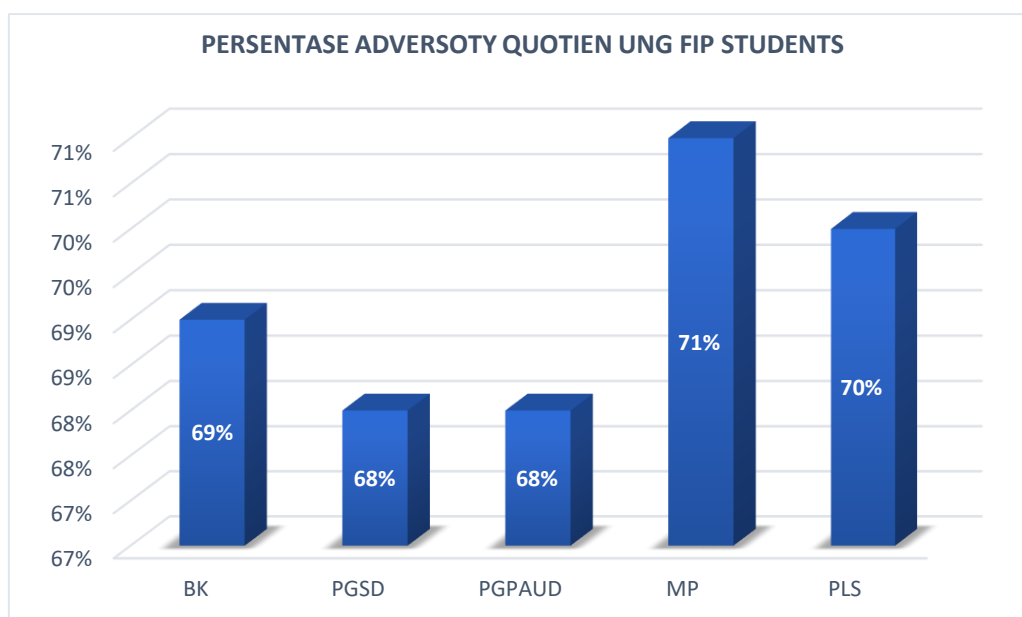
Adversity Quotient Graph for Students of the Faculty of Education UNG

If categorized, the adversity quotient of FIP UNG students shows that 34% of students have the adversity quotient in the high category, 58% of students have the adversity quotient in the medium category, and 8% of students have the adversity quotient in the low category. In detail, it can be seen in table 4.3 below:

Table 2. Overview of Adversity Quotient Category for FIP UNG Students

Norma	Interval Skor	Kategori	Frekuensi	Persentase
$X \geq \overline{X} + 0.5\ SD$	> 80	Tall	75	34%
$X \geq \overline{X} - SD$	148 - 179	Currently	128	58%
$X \leq \overline{X} - SD$	< 147	Low	17	8%
Amount			**220**	**100%**

The results showed that the adversity quotient of Guidance and Counseling (BK) students showed that 33% of students had the adversity quotient in the high category, 59% of students had the adversity quotient in the medium category, and 8% of students had the adversity quotient in the low category. The description of the adversity quotient of students in the Department of Elementary School Teacher Education (PGSD) shows that 33% of students have the adversity quotient in the high category, 60% of students have the adversity quotient in the medium category, and 7% of students have the adversity quotient in the low category.

The picture of the adversity quotient of students in the Department of Early Childhood Education Teacher Education (PGPAUD) shows that 31% of students have an Adversity quotient in the high category, 55% of students have an adversity quotient in the medium category, and 13% of students have an adversity quotient in the low category. The description of the adversity quotient of students from the Department of Education Management (MP) shows that 11% of students have the adversity quotient in the high category, 15% of students have the adversity quotient in the medium category, and 4% of students have the adversity quotient in the low category. The description of the adversity quotient of students from the Department of Out-of-school Education (PLS) shows that 38% of students have the adversity quotient in the high category, 56% of students have the adversity quotient in the medium category, and 6% of students have the adversity quotient in the low category.

DISCUSSION

Based on the research data processing, the average adversity quotient for students of the Faculty of Education UNG is 69%. This illustrates that UNG Faculty of Education students have an adversity quotient in the medium category where students have the ability to control, origin and ownership, reach, and endurance. still have the quality to keep fighting in college. The quality of the Adversity quotient in its concept is a process that will continue to develop periodically and continuously, and of course it will be influenced by various supporting aspects.

Besides, if the adversity quotient of students is good, then students will have the ability to face challenges, obstacles, obstacles and of course will maximally explore and empower all their potential. On the other hand, if the adversity quotient formed is not good or low, then students will not complain a lot, become lazy, don't want to try, are irresponsible, lose optimism in living life, and do not take advantage of their strengths and strengths to the fullest and it will be difficult to compete to get good performance.

Agustina and Komalasari (2014) revealed that the Adversity Quotient is the ability that individuals have in overcoming various life problems and the individual's ability to survive. To find out an individual's Adversity quotient by looking at the extent to which the individual is able to overcome life's problems, no matter how hard they are, by not easily complaining and giving up. Besides, the previous opinion conveyed by Stoltz (2006) states that if someone has an Adversity quotient, he will be able to face obstacles or obstacles that stand in the way of achieving goals.

In its implementation according to Amin & Khabibah (2019) the adversity quotient has three types of levels, namely: (1) Climbers are a group of people who are ready to face existing obstacles and if they find a problem that is difficult to solve then they will try their best to solve it, (2) Camper is a group of people who still have the desire to face obstacles but are easily satisfied with what has been achieved and do not try as much as possible, (3) Quitter is a group of people who avoid problems, easily despair, give up easily and if faced with difficulties they will retreat.

Facing bad situations, uncertain conditions, and the challenges of drastic changes in new habits due to the covid-19 pandemic, there are many difficulties in conducting online lectures, ready or not ready, capable or not, students must carry out learning as they should and comply with government policies . In this difficult condition, an adversity quotient is needed. As stated by Sudarman (2012) that someone who has high

endurance will have hope and an optimistic attitude in overcoming the difficulties or challenges they are facing.

Therefore, it can be said that students of the Faculty of Education, State University of Gorontalo have an adversity quotient in dealing with Covid-19. Of course, although several items stated that at the beginning of entering lectures, not a few of the students complained about the implementation of the online lecture system. However, in their development and over time they are able to overcome all academic problems during the Covid-19 pandemic. This can be seen from their ability to build positive emotions and solve problems rationally with each individual's strategy. The ability of the adversity quotient is also influenced by many protective factors, namely individual factors, family factors, and community factors. Especially in the factor of individual independence in managing their potential to be able to continue to fight and be tough during the COVID-19 pandemic.

CONLUSION

Based on the results of the study, several conclusions can be drawn:

a. Research instruments have been compiled that have been validated by experts and validated in the field.

b. The average Adversity quotient of students of the Faculty of Education, State University of Gorontalo is 69%. This illustrates that students of the Faculty of Education, State University of Gorontalo have an Adversity quotient in the medium category. The indicator on the Control indicator got a score of 69.42%, the Origin and Ownership indicator got a score of 64.56%, the reach indicator got a score of 71.45%, and the Endurance indicator got a score of 69.4%.

c. The results showed that the Adversity quotient of Guidance and Counseling (BK) students showed that 33% of students had the Adversity quotient in the high category, 59% of students had the Adversity quotient in the medium category, and 8% of students had the Adversity quotient in the low category. The description of Adversity quotient of students in the Department of Elementary School Teacher Education (PGSD) shows that 33% of students have Adversity quotient in the high category, 60% of students have Adversity quotient in the medium category, and 7% of students have the Adversity quotient in the low category. The description of the Adversity quotient of the students of the Department of Early Childhood Education Teacher Education (PGPAUD) shows that 31% of students have the Adversity quotient in the high category, 55% of students have the Adversity quotient in the medium category, and 13% of students have the Adversity quotient in the low category. The description of Adversity quotient for students of the Department of Education Management (MP) shows that 41% of students have Adversity quotient in the high category, 55% of students have Adversity quotient in the medium category, and 4% of students have Adversity quotient in the low category. The description of the Adversity quotient of the students of the Out-of-school Education Department (PLS) shows that 38% of students have the Adversity quotient in the high category, 56% of students have the Adversity quotient in the medium category, and 6% of students have the Adversity quotient in the low category.

SUGGESTION

So that research can be continued to the next research related to various service interventions that can be used to increase the Adversity quotient of students of the Faculty of Education, State University of Gorontalo. Besides that, it is necessary to follow up with policy interventions or learning innovations during the COVID-19 pandemic so as to increase the Adversity Quotient of students.

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