

ADVERSITY QUOTIENT AND STUDENT'S SELF ADAPTATION ABILITY
IN THE PANDEMIC TIME COVID-19

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ABSTRACT

The current Covid-19 pandemic, there is a process of major changes the result of social distancing policies for all people so that they must be able to adaptation. Students must also adaptation to changes in learning methods and have high morale so that they can continue to follow learning well. So students are required to have soft skills regarding the use of online learning model applications, preparing quotas and being in an area that is sufficiently accessible to the internet network so that later there will be no obstacles when attending online lectures. Students must also adapt and have a fighting spirit to stay enthusiastic about learning. This research is a type of quantitative research, cross sectional design with a descriptive analytic approach. The sample was taken by random sampling technique of 200 respondents. as many as 175 people (88%). Talented respondents in the arts were 90 respondents (45%), sports were 70 respondents 35%), and other fields were 40 respondents (20%). The results of univariate analysis describe respondents with adversity quotient in the category *climbers* as many as 33 respondents (16.5%), the category *campers* obtained 163 respondents (81.5%) and thecategory *quitters* obtained 4 respondents (2%). Meanwhile, the frequency of self-adaptation ability was 193 respondents (96.5%) with the adaptive category and as many as 7 respondents (3.5%) in the maladaptive category. The results of the bivariate analysis showed that the Pv value was 0.001 less than the alpha value = 0.05, which indicated that there was a significant relationship between adversity quotient and the self-adaptation ability of students during the Covid-19 pandemic with a positive relationship with sufficient strength. Further researchers are expected to conduct research to discuss the factors and characteristics of self-adaptation that are dominant in an effort to adapt to a new environment.

Keywords : Adversity Quotient, self adaptation ability, covid-19

INTRODUCTION

The Covid-19 pandemic period led to the learning process that was usually offline to online. In the end, the learning method process is also different, not being able to meet face to face with the lecturer directly, but face to face virtually. Students must also adapt to changes in learning methods and have high morale so that they can continue to follow learning well. So students are required at this time to have soft skills about the use of online learning model applications, prepare quotas and also areas or areas that are sufficiently covered by sufficient internet networks so that later there will be no obstacles when attending online lectures. Students must carry out lectures in accordance with their assignments and obligations that

should be done, for example, doing assignments and exams online. This requires

one's ability to struggle to face various lecture problems during the Covid-19 pandemic. However, success or not someone to achieve achievement does not depend on intelligence alone, this is in line with (Stoltz, 2000) who said that a person's success does not only lie in his intelligence intelligence (IQ) or on intelligence (EQ) alone. After doing research Stoltz found a factor One of the determinants of one's success is the person's business power or can be called the *adversity quotient* (AQ).

Adversity intelligence or *adversty quotient* (AQ) the ability or one's intelligence to turn obstacles into opportunities for success achieving goals. AQ reveals how far a person

can go face the difficulties experienced. AQ also reveals how ability someone to overcome these difficulties. AQ predicts who is capable and who is unable to overcome adversity. AQ will also predict who will fail and who will exceed expectations for its performance and potential. AQ also predicts who will give up or survive (Stoltz, 2000).

Factors that can affect adversity intelligence include talent, will, intelligence, health, personality characteristics, genetics. In a state of which is difficult for individuals or students to adjust or adapt is a process that includes mental responses and behaviors that constitute effort individuals to react in self-demands and external situations they face Schneiders (1964). Kusuma and Gusniarti (2008) explain that if individuals able to complete themselves with their environment means that the individual is capable align their needs with the demands of their environment so they don't feel stress in him. Factors affecting theoretical adaptability Roy's adaptation is human (developmental and, psychological state), environment (family support, home and school), healthy-sick (physical condition) (Gunarsa, 2008).

Research conducted by Fauziah (2014) explains that intelligence adversity has a significant relationship with peer support. Fauziah also explained that the higher the empathy of friendship one has the higher the intelligence possessed by someone in this case is college student. On the other hand, Fauziah said that the lower the empathy friendship owned, the lower adversity intelligence owned by students. Similar research was conducted by Rachmah, et al (2015), get the result that adversity intelligence has an influence on motivation learning for students who are active in organizations. Therefore it is very important optimize adversity intelligence in support of success and success individual (student) and able to adapt themselves.

METHOD

This research is a quantitative type, with a descriptive analytic approach. Cross sectional research design. The sample in the study was

taken by random sampling technique as many as 200 respondents, namely diploma III nursing students and medical and nursing students. This research method of filling out a questionnaire using media *Google Form*, and adjusted for the ongoing Covid-19 pandemic and carrying out health protocol procedures that have been established by the government during the Covid-19 pandemic.

RESEARCH RESULTS

1. Univariate analysis

This research is a descriptive analytic, adversity intelligence variable with self-adaptation ability. From this study, it is known that the frequency distribution of respondents is as follows:

Table 1. Distribution of respondents based on gender, talent and willingness (n = 200)

Characteristics	Frequency	Percentage
Gender: Male	24	12%
Female	176	88%
Talent: Art	90	45%
Sport	70	35%
Others	40	20%
Willingness: Strong	2	1%
Medium	118	59%
Low	80	40%
Total	200	100%

The results of the univariate analysis in the table. 1 illustrates that the largest number of respondents in this study were female as many as 175 people (88%). 90 respondents (45%) had more talent in the arts, 70 respondents (35%) in sports, and 40 respondents (20%) in other fields. Respondents who have a strong willingness category are 2 respondents (1%), 118 respondents (59%) with a moderate willingness category, and 80 respondents (40%) who have a low willingness category.

Table 2. Distribution of respondents based on Research Variables (n = 200)

Characteristics	Frequency	Percentage
Independent Variables:		
Intelligence Adversity of		
Climbers	33	16.5%
Campers	163	81.5%
Quitters	4	2%
Dependent Variables:		
Self-Adaptation:		

Adaptive	193	96.5%
Maladaptive	7	3.5%

Total	200	100%
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The results of univariate analysis in Table 2. describe the frequency of respondents with adversity intelligence in the category *climbers* as many as 33 respondents (16.5%), the type adversity intelligence *campers* obtained 163 respondents (81.5%) and categories. *quitters* obtained by 4 respondents (2%). Meanwhile, the frequency of self-adaptation ability was 193 respondents (96.5%) with the adaptive category and as many as 7 respondents (3.5%) in the maladaptive category.

Table 3. Distribution of respondents based on research variables (n = 200)

Variable	Correlation Coefficient		n	Pvalue
	AQ	AD		
AQ			0.305	200
AD	0.305			200
Total				200

*Spearman Correlation Rank Test

Results of bivariate analysis Table. 3 obtained p value is 0.001 which indicates that there is a significant relationship between adversity intelligence and students' self-adaptation ability with a positive relationship direction with sufficient strength of the relationship. With sufficient adversity ability, students' self-adaptation ability is in the adaptive category.

DISCUSSION

1. To identify the characteristics of the respondent (talent, gender and age).

From the data obtained in table 1, the most gender of respondents is female. In this study, the largest number of respondents came from the Nursing DIII Study Program and most of the nursing students were female. The nursing science department is the dominant department in demand by women. This can be seen when the selection of nursing education, the data of applicants with female gender is more than that of men. Men are considered to be a minority in the nursing profession. Stereotypical themes are considered as the main barrier for men to choose a nurse (Sulastri, 2015).

According to KBBI Online (2019) Stereotype is a conception of the nature of a group based on subjective and incorrect prejudice. The stereotype that occurs when someone chooses to nurse is the assumption of weakening masculinity identity. Support related to this is also intensely echoed in the mass media or other public media that nursing is identical to a woman wearing white clothes. In Indonesia, the pattern of society is still in accordance with the customs and eastern culture so that the profession chosen is still related to gender. Society has shaped gender differences itself. Even since childhood we have been educated and trained to do a job based on gender. These experiences contribute to one's mindset in choosing a profession. Along with the development of knowledge, information and technology, nursing is not only synonymous with women but men are also interested in becoming nurses. The large job opportunities in the health sector, especially in nursing, have contributed to the large number of enthusiasts from men in choosing nursing as a profession.

In the research it was also found that the majority of students who became respondents liked the arts. About 45% of respondents have artistic talent. It is known that nursing is synonymous with jobs that require dexterity. In Florence Nightingale's theory, the term known *nursing of art is*. The art in question is not art that refers to fine arts and the like, but refers to the quality of nursing services (Austgrad, 2006). Even so, a nurse who has an artistic soul or likes arts such as dance, sound art and others, tends to have a fairly good creativity. Although the art referred to by Florence Nightingale is not a science of art in general, art therapy has developed into a modality therapy in nursing (Purwandari, 2009; Sinambela, 2013). Modifying nursing interventions is common, but it cannot be done by ordinary nurses. Students / nurses who use knowledge, tips and arts in caring for patients make it possible to make major contributions including increasing patient satisfaction with nursing services, accelerating the healing process, and shortening the length of stay in the hospital. Therefore nursing students / respondents in this study who have artistic talent are a picture of future nurses who are creative and innovative in providing nursing care.

2. Identify adversity intelligence (AQ) abilities in students

From the data obtained in table 2 it can be seen that respondents who have adversity intelligence category *quitters* as much as 2%, that is, people who stop continuing their business. These people are easily discouraged, and give up easily, tend to be passive, not eager to reach the pinnacle of success. People with category *quitters* generally ignore, cover or may leave the core human impulse to strive (Stoltz, 2000).

In the table it can also be seen that respondents with adversity intelligence in the category *campers* are 81.5%, namely people who are easily satisfied with the results they get and do not want to continue their efforts to get better than they are now. Generally, people in the category *campers* end their business because they already feel satisfied with what they are getting. In the category of *climbers* as much as 16.5%, they are people who think about possibilities and try to get through life's difficulties with real courage and discipline.

Students are a very valuable asset for the progress and prosperity of a nation. In developing themselves in the educational process, nursing students are required to learn and be able to overcome any difficulties / obstacles that may arise at any time. Education in a health study program, especially in nursing, requires strong individuals. In the level of adversity intelligence, people who choose to work in nursing should be those who have the category of *campers and climbers*. This is in line with the opinion of Stoltz (2006) that having high intellectual intelligence is not enough to achieve success. If individuals are easily discouraged, then success is difficult to achieve.

Adversity intelligence in this study is defined as the intelligence of a student in facing the obstacles and / or difficulties faced. Basically, adversity intelligence is the fruit of the learning process whether it is inherited genetically, education and belief (*Brief*) Stoltz (2006). Stoltz explained that the educational factor is related to the learning process, which is a relatively

permanent change in individual behavior as a result of training. The learning process is not only done formally on campus, but also informally in the family and social environment. In addition, the parenting style and the response of the social environment around the child provide support and a foundation for the child's ability to respond to life's difficulties. We cannot deny that there are differences in parenting styles for boys and girls. This condition will certainly have an impact on how children face difficulties. We will assume that boys are better able to solve problems than girls as adults / early adolescents. However, research by Agustina (2014) states that both male and female students are smart enough to face obstacles or difficulties. Yunus and Wara's research (2002) also explains the same thing that gender differences will not affect one's adversity intelligence in the face of adversity.

The hammerings and experiences of a person during one's life span make that individual resilient in the face of adversity. There are three difficulties introduced by Stoltz (2006), namely difficulties in individuals, the workplace and in society. In society the level of difficulty is very high, in the workplace the difficulties are starting to be significant, while at the individual level the difficulties have not been seen significantly. Difficulties experienced by a person are more focused on the problem of self-concept (*self-esteem*). Individuals with good self-esteem will be able to manage the difficulties faced.

3. Identify self-adaptation abilities in students during the Covid-19 pandemic.

We have instinctively adapted self-adaptation abilities even in the womb. When a baby is born, the obstacles and obstacles to getting out of the birth canal require the baby to adapt physiologically. The obstacles that occur during that time require the baby to use his abilities to be able to survive. Conserving in terms of using energy to achieve *wholeness* (Hockenberry & Wilson, 2009; Aligood, 2014)

The adaptation process in newborns becomes an analysis in knowing the students' self-adaptation ability. In this study, it was found that the majority of respondents (96.5%) were adaptive, namely being able to adapt. From this percentage it can be predicted that the dynamics

in learning will be more lively, enthusiastic and of course interact with each other and create an interactive and communicative learning atmosphere. A person who is able to adapt himself when choosing nursing as a major or profession is important. Problems faced in the period of development of adolescents / young adults (*emerging adulthood*), especially students both in the first year and in the second year in adjustment are friendship, inferiority, communication, with others, anxiety during exams, presentations and others (Oetomo et al. al., 2017). The period of emerging adulthood itself is a period where individuals need planning in their own lives. If the individual feels that the choice to study in a particular study program is not his choice and does not have a match, the individual can experience emotional changes quickly and make planning changes based on existing emotional conditions (Arnet, 2002).

According to Oetomo. et al revealed, there are five determinants of student adjustment, namely academic anxiety, competence and motivation, physical and psychological barriers, friendship and openness and self-confidence. Friendship is one of the factors that contribute to students in an effort to adjust themselves apart from the academic assignments themselves. A person's ability to establish relationships with new people can be an inhibiting factor in adaptation efforts. According to Barners (2010), a person's ability to build friendships will help him / her provide comfort in attending lectures or doing assignments, both individually and in groups.

Not only being able to adapt to new people, being a student in the health sector, especially in nursing, is required to be able to adapt both in the campus environment and in the clinical practice area. According to Arnet (in Bayram & Bigel, 2008), states that an environment that emphasizes high education and independence, both socially and academically can increase anxiety and even depression. According to Hertel (2002) asserts that the component of self-concept, namely *self-esteem*, has an important role in adapting to a new environment. Hartel also revealed quoting from Mooney. et al that, *self-esteem* has a positive correlation with all aspects of self-adjustment, namely academic, social, personal and *institutional attachment*.

In addition to the above themes that have been described, *cultureshock* is an interesting theme to be associated with adjustment efforts. It is known that some respondents in this study did not only come from the city of Samarinda but also came from other districts and even from outside the province of East Kalimantan. Differences in habits and culture become an aspect that adds to the dynamics of one's adjustment efforts.

4. Knowing the relationship between adversity intelligence and self-adaptation ability in nursing students.

In social life it is often encountered someone who avoids when faced with problems or chooses to avoid or even give up. Good intellectual abilities and supported by the ability to manage problems are indispensable in the educational process in tertiary institutions. Someone who has the ability to adapt has a chance to be more successful than those who are not able to adapt (Stoltz, 2006). According to Stoltz (2006) having high intellectual intelligence is not enough to achieve success, if individuals are easily discouraged.

The definition of success according to Stoltz is an individual capable of overcoming difficulties with good coping. The results of the bivariate 4.4 analysis showed that the p value was 0.001 which indicates that there is a significant relationship between adversity intelligence and the students' self-adaptation ability with a positive direction of relationship with sufficient relationship strength. With sufficient adversity ability, students' self-adaptation ability is in the sufficient or adaptive category.

This research is in line with research by Arif & Indrawati (2016), which states that the higher a person's adversity intelligence, the more positive one's self-adaptation / self-adjustment is, and vice versa, the lower one's adversity intelligence, the lower or negative the self-adjustment. owned by that someone. Similar research was also conducted by Niman (2017) which states that individuals who have high adversity intelligence are able to control difficulties well and are responsible with what they do, while individuals who have low adversity intelligence and will easily give up and experience hopelessness. The ability to manage

problems is needed in the education process in higher education. Someone who has the ability to adapt has a chance to be more successful than those who are not able to adapt (Stoltz, 2006). According to Stoltz (2006) having high intellectual intelligence is not enough to achieve success, if individuals are easily discouraged. The definition of success according to Stoltz is an individual capable of overcoming difficulties with good coping. The results of the bivariate 4.4 analysis showed that the p value was 0.001 which indicates that there is a significant relationship between adversity intelligence and the students' self-adaptation ability with a positive direction of relationship with sufficient relationship strength. With sufficient adversity ability, students' self-adaptation ability is in the sufficient or adaptive category.

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Good adaptability and adversity intelligence at the levels *campers* and *climber* will easily lead to success. A person becomes unable to adapt if they have low adversity intelligence (*quitters*). The adjustment will be more severe and can affect physically and psychologically. According to Oetomo. et al (2017), physical and psychological factors are the dominant factors in a person's adjustment to his new environment. When a person is serving as a student, the individual will be faced with various changes and challenges as well as demands both academically and non-academically. Students can experience various physical complaints because they have irregular eating, sleeping or exercise patterns. As a result, individuals become less focused and there is a decrease in learning concentration. Likewise, the psychological barriers that are owned will have an impact on one's achievement.

Good adversity intelligence can minimize a person from the impact of maladaptive adjustments. According to Ali and Asrori (2014) someone who is unable to organize himself and is responsible for the decisions taken will have an impact on physical health and the emergence of psychosomatic symptoms. A person with adversity intelligence in the category *campers* or *climbers* will be able to overcome difficulties in trying to adjust to low or minimal difficulty levels.

Rethink Oetomo's statement. et al, (2017) regarding the five determinants of student adjustment, there are themes of openness and self-confidence. The self-confidence referred to by Oetomo, et al. Is not self-confidence in a general and simple context, but self-confidence here is more about *self-efficacy*. *Self-efficacy* is confidence in the ability to succeed in doing something (Bandura, 1997) while according to Santrock (2007) self-efficacy is a person's belief in his ability to control situations and produce something beneficial. *Self-efficacy* is an internal factor in an individual as well as an aspect of motivation, which is a desire that comes from within oneself to take part in the lecture process and be able to pass it well.

CONCLUSION

1. The average age of the respondents is 19.05 years. Most respondents are female. The majority of respondents are more gifted in the arts and the majority of respondents have kemaun in the medium category.
2. The majority of respondents have a level of adversity intelligence with the category *campers* and in terms of self-adaptation or self-adjustment the majority of respondents have an adaptive category.
3. There is a significant relationship between adversity intelligence and students' self-adaptation ability with a positive relationship direction.

RECOMMENDATION

The next researcher is expected to conduct research to discuss the dominant factors and

characteristics of self-adaptation in an effort to adapt to a new environment.

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