Adversity Quotient as a Predictor of Self-Adjustment of Islamic Boarding School Students

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Abstract	Self-adjustment is an effort made by individuals in overcoming problems to harmonize self-pressure and the environment. Meanwhile, the adversity quotient is the intelligence a person has in overcoming difficulties and being able to survive. A person's adversity quotient can be measured by their ability to overcome every problem in life without giving up hope. The method used in this research uses quantitative research methods with a correlational research design. There were 169 participants in this research. Data analysis in this study used a simple regression test. The results of the research show that the adversity quotient is able to predict students' self-adjustment abilities while studying at Islamic boarding schools. Adversity quotient can be an internal aspect of students that can be improved so that students are able to adapt to changing conditions while studying at Islamic boarding schools.
Keywords	Adversity Quotient; Self-Adjustment; Students

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INTRODUCTION

Islamic boarding schools, or "pondok pesantren," are traditional educational institutions in Indonesia that play a crucial role in shaping character and developing both spiritual and academic skills. The students attending these schools are called "santri." Santri spend most of their time engaged in religious learning activities, including memorizing the Quran, participating in religious discussions, and practicing worship. This indicates that they face increasingly intensive cognitive and spiritual demands from an early age (Fachrudin, 2020). This situation requires students to have good adaptability skills. Being able to adjust is key for students to succeed in facing various challenging situations in the islamic boarding school environment.

Self-adjustment is an individual's effort to socialize with society and the environment. It's about showing familiarity, approachability, and unity. Students are expected to interact well so that self-adjustment aligns with the specific context they've been placed in. Technically, self-adjustment starts with the individual accepting the situations and conditions they encounter, so they don't end up struggling with their needs, frustrations, and inner conflicts. Self-adjustment helps shape one's identity since both personal existence and societal influences begin to take on a social form that absorbs various strong traditions and habits, as

well as accepting beliefs alongside the aspects of attention reinforced by their community (Fahmy, 1982).

Self-adjustment is the process of how an individual achieves self-balance in meeting needs according to their environment. It's said that self-adjustment is your ongoing interaction with yourself, with others, and with your world (Nur'aini et al., 2022). Self-adjustment is a vital skill that helps individuals interact positively with their environment. This ability enables effective navigation and constructive interactions, leading to personal fulfillment and harmony with the surrounding world. Mastering self-adjustment allows individuals to achieve balance and serenity in their lives. Self-adjustment is a process that includes mental and behavioral responses, which is an individual's effort to successfully overcome the needs, tension, conflict and frustration experienced within himself (Noviandari & Mursidi, 2019). The individual's efforts aim to achieve harmony between the demands within oneself and what is expected by the environment. Personal adjustment is the result of a complex interaction between an individual's internal factors (such as personality, motivation, adversity quotient and self-perception) and external factors (such as social support, environmental pressures, and life experiences) (Mesidor & Sly, 2016).

The adversity quotient is an internal factor that can influence the way an individual responds to and manages the pressures and challenges faced throughout his or her life (Stoltz & Weihenmayer, 2012; Venkatesh & Shivaranjani, 2016). In the context of education, adversity quotient development can be a foundation for preparing individuals to be better prepared to face various challenges in their careers and lives (Douglass & Duffy, 2015). There are four main dimensions in forming an individual's adversity quotient, namely, control, origin and ownership, reach and endurance.(Stoltz, 1997)

METHOD

This research is quantitative research with a correlational design. According Creswell and Guetterman (2019) a correlational research design is used to explain the relationship or connection between variables without any manipulation or control by the researcher of these variables. This research examines the role of the adversity quotient on students' self-adjustment. Participants in the research were 169 students at the Mambaul Ulum Islamic Boarding School, Bondowoso, who were obtained using cluster random sampling techniques..

The instruments used in this study are the adversity quotient scale and the self-adjustment scale. The adversity quotient scale consists of 32 items compiled by the researcher

based on the adversity quotient aspects of Stoltz (1997) namely: control, origin and ownership, reach, endurance. An example of adversity quotient scale items: "I remained calm when I faced various difficulties at the Islamic Boarding School". Self-adjustment is measured using the self-adjustment scale adapted from Jannah (2013) which consists of 30 items. An example of an item on the adjustment scale is "I always try to consider the positive and negative impacts of my behavior."

The results of the scale reliability test showed that the reliability value of the adversity quotient scale was 0.771 and the academic performance scale was 0.796. The data analysis of this study used a simple linear regression test using Jeffreys's Amazing Statistics Program (JASP) version 0.17.2.1.

RESULT

Descriptive Analysis

The results of the descriptive analysis aim to describe the general characteristics of the adversity quotient and self-adjustment of students at the Mambaul Ulum Islamic Boarding School, Bondowoso. The results of the descriptive analysis can be seen in table 1.

Table 1. Descriptive Analysis

	Self-Adjustment	Adversity Quotient
Mean	81.46	79,51
Median	82.00	80.00
Std. Deviation	15.03	26.07
Variance	80.20	51.82
Range	45.00	36.00
Minimum	60.00	61.00
Maximum	105.00	97.00

Assumption Test

The normality test is carried out by looking at the Q-Q plot image. The standardized residual in the Q-Q plot is along the diagonal line, which means that the assumption of normality in this study is fulfilled. The Q-Q plot can be seen in Figure 1.
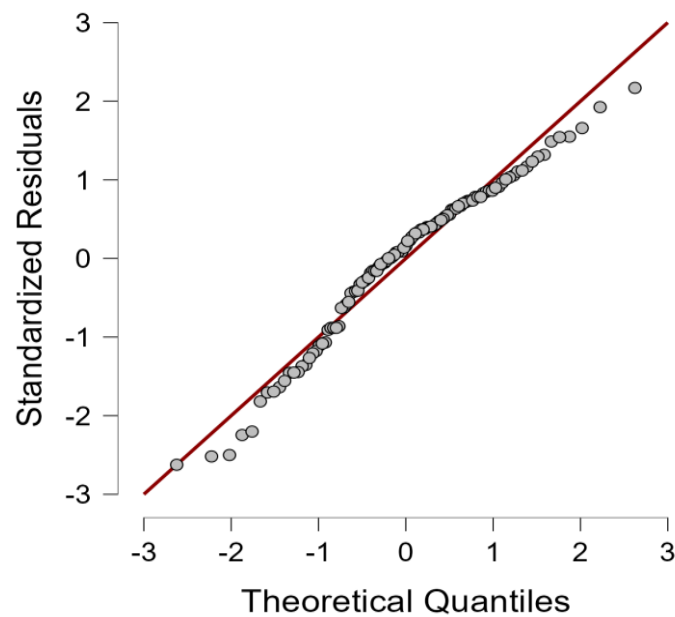
Figure 1. Q-Q Plot

The heteroscedasticity test is conducted by looking at the residual vs. predicted plot image. The plot image shows a balanced residual distribution around the baseline line (red line), which means that there is no heteroscedasticity in the adversity quotient and self-adjustment variables. The results of the heteroscedasticity test can be seen in Figure 2.
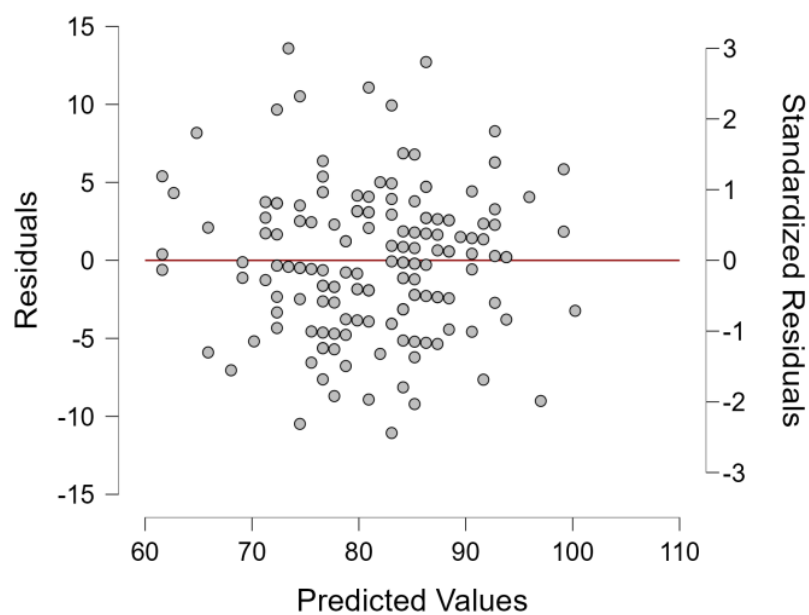

Figure 2. Residual vs. Predicted

The partial regression image of adversity quotient and self-adjustment forms a straight line, which means that there is a linear relationship between adversity quotient and self-adjustment. An image of a partial regression plot can be seen in Figure 3.
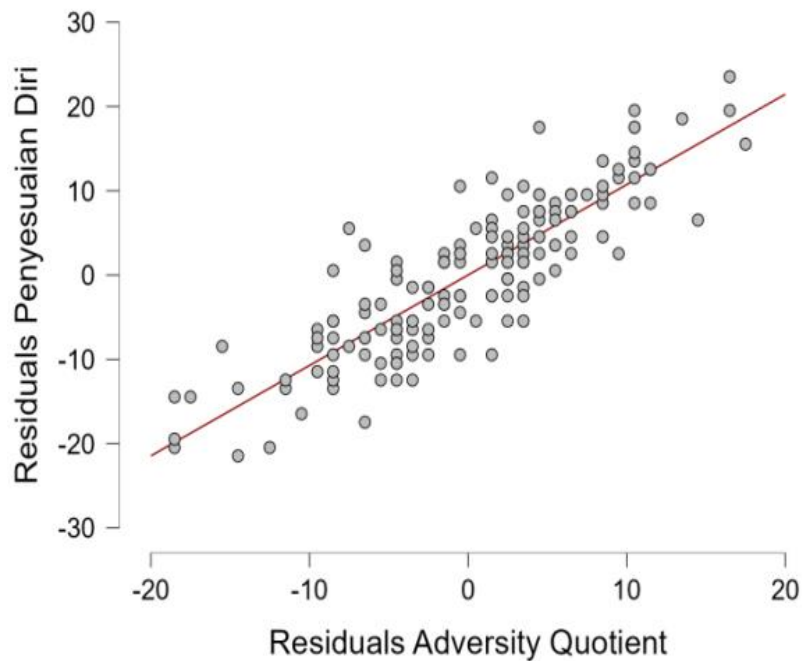

Figure 3. Partial Plot

Simple Linear Regression Test

The results of the ANOVA test listed in table 2 show an F value of 470.205 with a significance level of less than 0.01 (F = 470.205; p <0.01). These results indicate that the adversity quotient in the regression model is significantly able to predict self-adjustment.

Table 2. ANOVA Test Results

Model		Sum of Squares	df	Mean Square	F	p
H$_1$	Regression	9.722.935	1	9.722.935	470.205	< .001
	Residual	3.349.846	162	20.678		
	Total	13.072.780	163			

The R squared (R2) value in table 3 is 0.79. This shows that the adversity quotient has an effective contribution of 79% to the adjustment of students.

Table 3. Model Summary - Self Adjustment

Model	R	R^2	Adjusted R^2	RMSE
H_0	0.00	0.00	0.00	9.94
H_1	0.89	0.79	0.79	4.59

DISCUSSION

The results of the hypothesis test state that there is a positive and significant relationship between adversity quotient and self-adjustment. The results of this study reveal in reality that the adversity quotient has a role and influence to improve the self-adjustment of students. This is proven by the results of the simple regression test which has obtained an F value of 470.205 with a significance level of less than 0.01 ($F = 470.205$; $p < 0.01$). These results show that the adversity quotient in the regression model is significantly able to predict self-adjustment. These results are in line with several studies that have been conducted by Alfira (2020), Hidayati and Farid (2016) and Wijaya (2020) which states that the adversity quotient is one of the factors that can increase an individual's ability to adjust. The results of research from Hidayati and Farid, (2016) also states that the adversity quotient contributes 80.30% to an individual's ability to adjust.

Adversity quotient that plays a role in increasing the ability to adapt will make students more optimal in carrying out their obligations at the Islamic Boarding School and able to behave according to the situation and conditions that exist at the Islamic Boarding School (Juwita et al., 2020; Tian & Fan, 2014). Conditions like this will have a positive influence on an individual's life. the adversity quotient has enormous potential because of the factors that lead a person to ability and knowing the opportunities they have to face (Chadha, 2021; Phoolka & Kaur, 2012)

Stoltz (1997) states that there are four sources of adversity quotient: (1) self-control (control) is related to the individual's ability to positively influence a situation and is able to control the response to the situation with confidence in carrying out something; (2) origin and ownership are related to the ability to place feelings with the courage to bear the consequences of the existing situation; (3) reach is related to the individual's ability to reach and limit problems so that they do not reach other areas; and (4) endurance is related to the individual's ability to perceive difficulties and strength in facing difficulties.

The students of the Manbaul Ulum Tangsil Wetan Wonosari Bondowoso Islamic

Boarding School have a daily routine of reciting the yellow book, taking part in educational activities, serving the Islamic Boarding School and carrying out various other obligations that have been determined by the Islamic Boarding School. Students are required to be able to meet the academic demands set by the Islamic Boarding School and be able to adapt to every situation and condition that exists in the Islamic Boarding School. Adversity quotient is one of the abilities that can be improved by each student so that they have good adjustment abilities while studying at the Islamic Boarding School so that the planned targets and goals can be achieved optimally.

Adversity quotient is also related to an individual's ability to control themselves and provide positive responses to difficult situations (Hasanusi et al., 2024). the ability to place feelings and dare to take responsibility for the impact of actions taken, the individual's ability to reach and limit problems so that they do not impact other aspects of their lives, and is related to the individual's resilience in facing difficulties (Douglass & Duffy, 2015).

CONCLUSIONS

Based on the results of this study, it can be concluded that the adversity quotient can predict students' ability to adjust. Adversity quotient can be one of the abilities that can be improved by each student so that they can adjust to various changes in conditions that occur during their education at the Islamic Boarding School. The suggestions from this research are (1) for all students to increase the adversity quotient as an effort to improve students' self-adjustment while studying at Islamic boarding schools; and (2) future researchers are expected to test other variables that can be predictors of self-adjustment.

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