



ASSESSING THE IMPACT OF ADVERSITY QUOTIENT ON THE ACADEMIC ACHIEVEMENT OF NURSING STUDENTS

James Maramis¹, Quency Glenda Thesalonica Waas²

^{1,2}*Faculty of Nursing, Universitas Klabat*

Email: jmaramis@unklab.ac.id

ABSTRAK

Prestasi akademik merupakan hasil pengetahuan yang diperoleh melalui aktivitas kognitif dalam pendidikan tinggi dan sering diukur atau dinilai. Namun, prestasi ini tidak semata-mata didasarkan pada kapasitas kognitif. Ini dipengaruhi oleh berbagai situasi, dan salah satunya adalah gagasan mengenai Adversity Quotient, yang merupakan kemampuan seseorang untuk menghadapi dan mengatasi hambatan dalam hidup dengan menggunakan potensi bawaan, proses berpikir, dan metode pemecahan masalah. Tujuan dari penelitian ini adalah untuk menyelidiki hubungan antara Adversity Quotient dan prestasi akademik mahasiswa tingkat III di Fakultas Keperawatan Universitas Klabat. Metode penelitian yang digunakan adalah survei dengan pendekatan cross-sectional, menggunakan kuesioner valid yang diadopsi dari Alita. Jumlah responden yang terlibat dalam penelitian ini adalah 31 mahasiswa. Data dan informasi yang terkumpul dianalisis dengan menggunakan koefisien korelasi Spearman menggunakan IBM SPSS. Hasil penelitian menunjukkan bahwa 25 responden (80.0%) telah mencapai prestasi akademik yang Sangat Baik, sementara 22 responden (71.0%) memiliki Adversity Quotient Moderat. Hasil uji korelasi Spearman menunjukkan nilai $p = 0.850 > 0.05$. Hal ini mengindikasikan bahwa tidak terdapat hubungan yang signifikan antara Adversity Quotient dan Prestasi Akademik mahasiswa keperawatan di Fakultas Keperawatan. Penelitian selanjutnya dapat mengeksplorasi faktor-faktor tambahan yang memengaruhi prestasi akademik, seperti motivasi, kebiasaan belajar, dan metode pengajaran, sementara institusi pendidikan dapat mempertimbangkan untuk mengembangkan program peningkatan Adversity Quotient dalam kurikulum keperawatan guna meningkatkan adaptabilitas dan ketangguhan mahasiswa, kualitas yang bermanfaat untuk karier keperawatan mereka.

KATA KUNCI: Adversity Quotient, Prestasi Akademik, Mahasiswa Keperawatan.

ABSTRACT

Academic achievement is the outcome of knowledge gained through cognitive activities in higher education and is often assessed or measured. However, it is not exclusively based on cognitive capacity. It is influenced by a variety of circumstances, and one of these is the idea of adversity quotient, which is the ability of a person to face and overcome obstacles in life by utilizing their innate potential, thought processes, and methods of problem-solving. The goal of this study is to look into the connection between Adversity Quotient and the academic achievement of Level III nursing students at the Faculty of Nursing at Universitas Klabat. The research method employed in this study is a survey with cross-sectional approach, using a valid questionnaire adopted from Alita. Total respondents involved was 31 students. Data and information gathered was analyzed by Spearman correlation coefficient using IBM SPSS. The study's findings show that 25 respondents (80.0%) have achieved Very Good academic achievement, while 22 respondents (71.0%) have a Moderate Adversity Quotient. The results of the Spearman correlational test show a p -value of $0.850 > 0.05$. This indicates that the Adversity Quotient and the Academic Achievement of nursing students at the Faculty of Nursing do not have a meaningful relationship. Future research should explore additional factors influencing academic achievement, such as motivation, study habits, and teaching methodologies, while educational institutions may consider developing Adversity Quotient enhancement programs within the nursing curriculum to foster adaptability and resilience, beneficial qualities for students in their future nursing careers.

KEYWORDS: Adversity Quotient, Academic Achievement, Nursing Students.



INTRODUCTION

In the dynamic landscape of modern education and healthcare, the pursuit of academic excellence among nursing students has never been more crucial. As the nursing profession continues to evolve, the demand for highly competent and resilient nurses has become increasingly pronounced.

Academic achievement is a learning results obtained from learning activities in schools or colleges that are cognitive in nature and are usually determined through measurement or assessment (Saraswati & Wideasavitri, 2019). Academic achievement is all results that have been obtained through the academic learning process. Where everyone has the right to get education and good grades in accordance with their reasoning abilities (Azwar, 2015), the fundamental challenge lies in assessing academic achievement. For this reason, it is necessary to explore the results obtained through the academic learning process and the factors related to them.

Academic achievement in nursing education is not solely determined by cognitive abilities; it is influenced by a myriad of factors, both intrinsic and extrinsic, that shape a student's journey through the rigorous demands of their academic program (Matore et al., 2020; Ramli et al., 2018; Terry & Peck, 2020).

One such factor that has garnered attention in recent years is the concept of Adversity Quotient (AQ), which was originally introduced by Paul Stoltz in 1997. Adversity Quotient (AQ) refers to an individual's ability to navigate and overcome challenges and setbacks. AQ is a measure of an individual's ability to navigate and thrive in the face of adversity. It encompasses qualities such as resilience, tenacity, problem-solving skills, and adaptability. While AQ has been widely studied in various domains, its role in the academic success of nursing students is an area ripe for exploration.

There are several factors that can play an important role in the formation of adversity quotient, one of which is education that forms intelligence, the formation of healthy habits, character development, skills, desires, and performance produced by individuals (Sesanti, 2012). The final result obtained after experiencing the learning process is academic achievement where changes in abilities,

understanding, skills, and attitudes can be observed and measured, while changes in behavior can be observed through three domains, namely the cognitive domain, affective domain, and psychomotor domain (Hasbullah, 2012).

When students have a high adversity quotient, they will be able to solve problems or challenges that are being faced, so that it will encourage student motivation to always want to reach the achievement that they want to be (Lestari, 2014). This is supported by Dorothy Johnson's (Alligood, 2014) in her nursing theory which focuses on how clients can adapt to certain conditions and how actual or potential stress can affect adaptability. The goal of nursing in this theory is to achieve a stable balance of behavior and condition through alignment and adaptation to certain pressures.

The relationship between Adversity Quotient (AQ) and academic achievement has been the subject of several studies. One study conducted in Pakistan found no relationship between academic resilience (a component of AQ) and academic achievement among postgraduate students (Sarwar et al., 2010). However, other studies have found positive relationships between resilience and academic success (Sarwar et al., 2010).

A study conducted with university students in Spain found that self-esteem and resilience (components of AQ) were significant predictors of academic achievement. The study suggested that resilience and engagement should be taken into account during college admission to improve academic achievement outcomes (García-Martínez et al., 2022). Maintaining resilience in educational settings may also positively affect students' well-being and future academic achievement (García-Martínez et al., 2022).

In Indonesia itself, research on adversity quotient in the field of nursing is still limited (Nurhayati, 2021). Adversity quotient research conducted by Alita (2017) on students of class 2016 Universitas Padjadjaran showed that new students of class 2016 were at the level of AQ Camper. Research conducted by Al-Adzka (2020) shows the results regarding the analysis of the AQ level of Madrasah Ibtidaiyah Teacher Education students, found that most



subjects have a high ability to survive and overcome difficulties and challenges in life.

Hardiyanti's (2016) research regarding adversity quotient and academic achievement of students who are active in organizations at the Faculty of Psychology UNM, shows that there is a relationship between adversity quotient and student academic achievement. They concluded that the higher the AQ of students, the higher the achievements obtained. Increasing AQ can be one way for students to undergo the learning process well because high-achieving students are better able to survive when experiencing difficulties during the study period at university.

Several studies have also highlighted the relationship between adversity quotient and problem-solving abilities. Adversity quotient has been found to determine the level of achievement in challenging tasks such as solving mathematical problems (Hakim & Murtafiah, 2020). This suggests that individuals with higher AQ may be more successful in overcoming difficulties and achieving their goals (Hakim & Murtafiah, 2020). It is important to note that academic achievement is a complex variable influenced by various factors (Sarwar et al., 2010).

Overall, the literature suggests that there is a relationship between adversity quotient and academic achievement. Higher levels of AQ, including resilience, self-esteem, and problem-solving abilities, have been associated with better academic outcomes. However, it is important to consider that academic achievement is influenced by various factors, and AQ is just one aspect that contributes to academic success.

METHODE AND MATERIALS

This study employed a quantitative cross-sectional research design to investigate the relationship between the independent variable, Adversity Quotient (AQ), and the dependent variable, Academic Achievement, among Level III nursing students at the Faculty of Nursing, Universitas Klabat. Data collection for this research was carried out during the summer school session of school year 2021-2022, which is 6-17 Juni 2022. The population of interest consisted of 31 Level III nursing students who were participating in the summer school program at the Faculty of Nursing,

Universitas Klabat, Airmadidi, North Sulawesi. The sampling method used in this study was total sampling, which means 31 of the eligible students.

For the assessment of the independent variable, Adversity Quotient (AQ), a questionnaire adopted from the work of Alita (2017) was utilized. The questionnaire used in this study consisted of three parts. The first part is for respondent data and informed consent, the second part contains 60 statements to identify adversity quotients and the third part contains statements to identify academic achievement. The questionnaire demonstrated strong internal consistency with a Cronbach's alpha reliability coefficient of 0.846, indicating a high level of internal reliability and consistency in measuring AQ. Prior to data collection, ethical clearance for this study was obtained from the Research and Ethics Committee of Faculty of Nursing at Universitas Klabat, ensuring that the research complied with ethical standards and guidelines for human research participation.

In measuring the Independent Variable, researcher measure AQ by referring to aspects of adversity quotient which include Control, Origin, Ownership, Reach, Endurance (CO2RE). The scale used is the Thurstone scale, which starts from a scale of 1 to 5, and has five scales of interpretations which ranges from Very Low Adversity Quotient to Very High Adversity Quotient.

The method used to measure student's academic achievement as its Dependent Variable is with a documentation study of the Student Grade Index or Grade Point Average (GPA). The authority to determine grades lies with the lecturer of the subject concerned. Student academic achievement is expressed by grades in the form of numbers one to one hundred with letters A, B, C, D, and F as established by Universitas Klabat (2018). The GPA is the average weighted value obtained per credit in all courses. WP (Withdraw Pass) occurs for students who drop courses of their own volition. WF (Withdraw Failure) occurs in students who have an attendance of 20% of the number of meetings and students who do not attend lectures at all.

Following the general preparations, the research progressed to the specific



preparations for data collection. First and foremost, data collection was primarily conducted using an online platform, specifically in the form of a Google Form questionnaire. This digital approach was chosen for its efficiency and organization in data collection. The questionnaire, presented in Google Form format, was distributed to the targeted participants through a WhatsApp group. WhatsApp was selected as the distribution platform for its convenience and accessibility to the participants, allowing for efficient data gathering.

The questionnaire itself underwent a meticulous design process, encompassing detailed explanations about the research's purpose and objectives. A form of informed consent was also included to ensure ethical considerations were met. Before proceeding with the questionnaire, participants were required to provide informed consent. This crucial step was achieved by asking participants to select the "Yes" option, indicating their willingness to participate in the study. Lastly, the distribution of the questionnaire was specifically targeted at Level III students within the Faculty of Nursing at Universitas Klabat. This cohort consisted of students attending the Summer school program during the academic year 2022-2023.

According to Suyanto (201), nursing research involving humans must pay attention to human rights, therefore before the research is conducted, the researcher has explained in advance the procedures and steps to be carried out in the research, then the researcher submits a letter of approval and as evidence of respondents' participation in the research process.

A notable limitation of this research lies in the absence of demographic items, such as age and gender, within the study's design. The exclusion of these demographic variables restricts our capacity to explore potential variations in Adversity Quotient and Academic Achievement across different age groups or between genders. While the study successfully examined the relationship between Adversity Quotient and academic achievement, the absence of demographic data inhibits the ability to draw nuanced insights

into how age or gender may interact with these variables.

RESULTS

The Adversity Quotient Scores of Nursing Students

The results of the adversity quotient can be seen in the following Table 1.

Table 1. Overview of Student's Adversity Quotient

	Frequency	Percent
Medium	22	71.0
High	9	29.0
Total	31	100.0

This data shows that the majority of adversity quotients in Level III students of the Faculty of Nursing are in the Medium category. Adversity quotient Medium (camper) is an individual who is easily satisfied with the results obtained. It shows the nature of individuals who have stepped up and responded to challenges, but will stop at a certain stage even though they still have the opportunity to develop more because they do not have a high capacity to make changes (Sesanti, 2012).

The Academic Achievement of Nursing Students

An overview of Academic Achievement in Level III students of the Faculty of Nursing can be seen in table 2 as follows.

Table 2. Overview of the Academic Achievement

	Frequency	Percent
Good	6	19.4
Very Good	25	80.6
Total	31	100.0

Table 2 shows that from 31 respondents, there were 25 students (80.6%) in Very Good academic achievement category, and 6 respondents (19.4%) that has Good achievement. The results of this study show that the majority of academic achievement in Level III students of the Faculty of Nursing is in the Very Good category. Student's academic achievement is assessed to see the extent to which students have mastered the



material that has been taught, this can be seen through the student grade performance average. They were measured with some tests or assignments from their teachers, where in this study the respondents' grade performance average is above the average of 3.51-4.00 or fall within the Very Good category.

Relationship between Adversity Quotient and Academic Achievement

Results of the spearman rho test between adversity quotient and student's academic achievement can be seen in table 3 below.

Table 3. Spearman Rho Test Results: Adversity Quotient with Student's Academic Achievement

Variable	Student Academic Achievement		Interpretation
	N	P value	
Adversity Quotient	31	0.850	Not significant

The results of spearman rho analysis in table 8 show $p\text{-value} = 0.850 > 0.05$. These results showed that H_a was rejected which means there is no significant relationship between adversity quotient and academic achievement of Level III students of the Faculty of Nursing.

DISCUSSION

Table 1 offers a breakdown of the adversity quotient (AQ) categories among the 31 respondents. The data reveals that the majority of Level III students of the Faculty of Nursing at Universitas Klabat fall into the "Medium" AQ category, comprising 22 students, which accounts for 71.0% of the total sample. On the other hand, 9 students (29.0%) exhibited a "High" AQ.

These findings provide an interesting glimpse into the adversity quotients of nursing students within the program. The prevalence of students in the "Medium" AQ category suggests a notable characteristic among this group. According to Sesanti (2012), individuals in the "Medium" AQ category, often referred to as "campers," tend to be content with their achievements, showing a willingness to take on challenges but

potentially stopping their progress at a certain point. This could be due to a perceived lack of capacity to make further changes or improvements.

It's worth noting that AQ is a concept that delves into an individual's ability to navigate life's challenges and adversities. Therefore, understanding the distribution of AQ categories within the nursing student population provides insights into their resilience and adaptability, crucial qualities for future healthcare professionals.

While the majority falling into the "Medium" category might indicate that many students are comfortable with their achievements, it also raises intriguing questions about their potential for further growth and development. Interventions or educational strategies could be implemented to nurture their capacity to tackle more significant challenges and continue to evolve.

The presence of students with a "High" AQ is also noteworthy. These individuals are likely to exhibit strong resilience, problem-solving abilities, and adaptability in the face of adversity. Further research could explore how students with a "High" AQ harness these qualities to excel academically and how this impacts their nursing education journey.

Table 2 reveals the distribution of academic achievement categories among the 31 respondents. It's evident that the majority of Level 3 students in the Faculty of Nursing at Universitas Klabat have performed exceptionally well academically. Specifically, 25 students, constituting 80.6% of the sample, fall into the "Very Good" academic achievement category, while 6 respondents (19.4%) achieved a "Good" level of academic performance.

These findings are indicative of a noteworthy trend in the academic landscape of the nursing program. The prevalence of students in the "Very Good" category suggests a high level of competence and mastery of the curriculum content. It's important to note that academic achievement serves as a crucial yardstick for assessing the extent to which students have grasped the material covered in their coursework. In this context, academic achievement is often utilized as a proxy



measure for gauging the effectiveness of teaching and learning processes within the program.

The fact that the majority of respondents achieved "Very Good" academic standing, with grade performance averages falling within the range of 3.51-4.00, reflects a remarkable level of dedication and commitment to their studies. This level of achievement underscores the academic excellence upheld within the Faculty of Nursing at Universitas Klabat and suggests a rigorous academic environment that fosters high levels of knowledge acquisition and skill development among nursing students.

The results obtained from the Spearman rho analysis, as depicted in Table 3, reveal a significant p-value of 0.850, which is greater than the conventional significance level of 0.05. This finding leads to the rejection of the alternative hypothesis, indicating that there is no statistically significant relationship between adversity quotient (AQ) and the academic achievement of Level III students in the Faculty of Nursing.

However, while earlier findings in this study are certainly encouraging, it's essential to recognize that academic achievement is influenced by a multitude of factors, including the students' dedication, the quality of teaching, and their ability to apply theoretical knowledge to practical situations (Spence Laschinger & Fida, 2014). Therefore, it would be worthwhile for future research to delve deeper into the specific determinants and contributing factors that have led to this high level of academic achievement within the nursing program. Moreover, this outcome holds substantial implications for our understanding of the factors that influence academic achievement in nursing education. It suggests that, within the context of this study, AQ does not play a significant role in determining the academic performance of nursing students. These results align with earlier research conducted by Hasanah (2010) at SMUN 102 East Jakarta, which also found no significant impact of AQ on academic achievement, as indicated by significant values of 0.042, exceeding the threshold of 0.05.

These findings emphasize the complexity of academic achievement, which can be influenced by a multitude of factors. In the case of nursing students, both internal and external factors come into play. Internal factors encompass attributes and characteristics intrinsic to students, such as their cognitive abilities, health, motivation, interests, and attention. On the other hand, external factors originate from the educational environment and include aspects such as the curriculum, teaching methods, learning atmosphere, extrinsic motivation, and the availability of learning resources (Matore et al, 2020; Chamidy et al., 2023).

The lack of a significant relationship between AQ and academic achievement implies that other factors, both internal and external, may have a more substantial impact on how nursing students perform academically. It highlights the multifaceted nature of academic success, emphasizing that a holistic approach is needed to understand and support students in their educational journey.

While these results may not establish a direct link between AQ and academic achievement in nursing education, they provide a valuable contribution to the ongoing discourse on factors influencing student success.

CONCLUSION

In this study, it was observed that a substantial 71.0% of Level III nursing students at the Faculty of Nursing, Universitas Klabat, exhibited a "Medium" Adversity Quotient, while a smaller group of 29.0% displayed a "High" Adversity Quotient. Additionally, the academic performance of these students was notably high, with a significant 80.6% achieving a "Very Good" level of academic achievement, while 19.4% secured a "Good" level. However, the results of the Spearman rho analysis, yielding a p-value of 0.850, exceeded the significance level of 0.05. This implies that, within this context, there is no statistically significant relationship between adversity quotient and academic achievement among Level III nursing students at the Faculty of Nursing, Universitas Klabat.

Recognizing the high academic achievement witnessed in this study, institutions should consider intensifying their support mechanisms to assist students in reaching their



maximum potential. Implementing measures like mentorship programs, career guidance initiatives, and extracurricular activities can foster holistic development, thereby preparing students for successful futures. Additionally, continuous assessment of the effectiveness of teaching methods, curriculum, and available learning resources is paramount. This evaluation can serve to identify areas for improvement and ensure alignment with the evolving needs and aspirations of nursing students. Furthermore, institutions may consider the integration of Adversity Quotient development programs within their nursing curriculum, with the aim of nurturing students' adaptability and resilience, qualities that hold considerable value in their future nursing careers. In light of the findings revealing the absence of a significant relationship between Adversity Quotient and academic achievement in this study, future research should endeavor to explore a broader spectrum of internal and external factors that may exert influence on student success. Areas of exploration could encompass motivation, varied learning styles, innovative teaching methods, and the learning environment itself. Unraveling the intricate interplay of these factors could offer insights into the complexities of academic achievement and further enhance our understanding of how to support students on their educational journey.

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