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Comparison Between State and Private University Student of Adversity Quotient on Online Learning

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ABSTRACT

This study intends to investigate how Adversity Quotient (AQ) or Intelligence in Facing Student Obstacles might be formed through online learning at PTKIs, the Private University in Malang and the Universitas Muhammadiyah Malang. The COVID-19 epidemic, which compelled universities to adapt to online learning, caused alterations in learning patterns at PTKI, which served as the foundation for this study. The study aimed to explore the Adversity Quotient among students, focusing on four core dimensions: Control, Ownership, Reach, and Endurance. Additionally, the study examined four dimensions pertinent to online learning: Student Performance, Technology, Lecturer, and Self-Regulation. As a result, it is clear that the responders at the State University of Malang have performed admirably, are able to overcome obstacles, and are able to maximize the potential that rises daily. In contrast to the low scores of University "X" Malang respondents. As long as life proceeds pretty smoothly, the individual is often responsible for navigating it. However, the individual may experience more setbacks or become disheartened by the accumulation of life's difficulties In addition to offering recommendations for the future development of online learning, it is envisaged that this research will give an overview of how online learning at PTKI can affect students' AQ.

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1. INTRODUCTION (10 PT)

An adversity quotient measures a person's capacity to overcome barriers and turn them into opportunities. A person's success is influenced by the adversity quotient since it correlates favorably with performance [1]. A person with a high adversity quotient will also exhibit exceptional achievement. Individuals devoid of adversity quotients would always rely on others, particularly parents, peers, and others [2], [3]. They lack initiative and suffer considerably when faced with obstacles. Ultimately, adversity quotients have an effect on the performance, autonomy, and accomplishments of the possessor. Success can be judged by a person's capacity to overcome obstacles in life [1], which includes adaptability, tenacity, and the capacity to confront problems in their obligations and work. People who can solve difficulties more

effectively have greater control over the situation and a greater likelihood of achieving success [4]. Students need the adversity quotient to successfully confront their problems and perform their online learning chores and responsibilities. By having the adversity quotient, they may exert control over the environment, seize opportunities, and increase their chances of achieving success [5]–[8]. Among these issues, the world of education is currently confronted with the COVID-19 pandemic, which has an effect on the learning patterns utilized at each level of education. The learning technique that was originally used face-to-face in the classroom has shifted significantly towards distant learning, also known as online learning. Directly or indirectly, this learning technique poses a challenge to the world of education, from the institutional-formal to the personal-individual levels [9].

Given the current pandemic breakout situation in Indonesia, online learning is deemed to be of rising significance, and the higher education sector must respond with adaptive learning patterns and tactics. The government of the Republic of Indonesia, through the Ministry of Education and Culture (Kemdikbud), has issued Circular Letter Number 4 of 2020 regarding the use of online learning during the epidemic at the higher education level. The presence of these restrictions necessitates that all education be completed at home via virtual Internet network services. This presents a problem for both instructors and pupils. Due to different technical and non-technical constraints, problems develop when students as educational subjects cannot optimally and appropriately engage in online learning. 40.3% of pupils agree with online learning during the pandemic, while 53.7% find it more challenging than traditional classroom learning. In this circumstance, the readiness of human resources, such as instructors and pupils, is an absolute necessity that must be planned for.

On the basis of this aspect of preparation, predictions are made regarding the level of effectiveness, which some experts consider to be suboptimal despite the fact that scientific studies indicate that online learning can also have a favorable impact on the development of students' skills. In fact, two Islamic Religious Colleges (PTKI) in Malang City, namely Universitas Muhammadiyah Malang (UMM) and Private University at Malang, also face the obstacles of online learning as described. Both University implemented a learning-at-home program for their students in response to these government rules. When students are unable to adequately adapt to online education, which has been prevalent for nearly a semester, issues develop. As a result, student academic attainment decreased during the 2019/2020 Even semester, as indicated by a reduction in the Cumulative Grade Point Average (GPA). Last semester's GPAs for UMM Faculty of Islamic Studies (FAI) students demonstrate the pattern of declining academic achievement. Observations and data gathered from the UMM Academic Administration Bureau (BAA) revealed that, on average, UMM FAI students' GPA decreased by 15% over the course of two semesters (Odd 2019/2020 to Even 2019/2020). The phenomenon of online learning and the decline in student GPA is an intriguing research variable that should be investigated in greater depth, particularly if it is related to the Adversity Quotient study as a potential that could be used as a measure for students facing the challenges of online learning.

2. THEORITICAL FRAMEWORK

Adversity Qoutient

A person's adversity quotient measures how well they can deal with setbacks and difficult circumstances. A person with a high adversity quotient, as proposed by Stoltz, is more equipped to deal with adversity and seize chances. A person's resiliency in the face of adversity can be measured along four dimensions [1], [8]. These are "control," "ownership," "reach," and "endurance." The impact of adversity quotients on different facets of human existence has been reported in previous research. The impact of adversity quotient on motivation, achievement, and mathematical learning outcomes [10]; student entrepreneurial motivation [11]; emotional maturity and stress management [3]; online learning adversity quotient [12]

Adversity Quotient is an individual's ability to solve obstacles and then transform them into opportunities. The climber type, the camper type, and the quitter type are the three sorts of AQ personality qualities. Climbers are known for always attempting and daring to confront new obstacles. A camper is someone who has the fortitude to try to tackle a problem, but will cease when they reach a point of comfort. When confronted with a task, this type of quitter is prone to give up or quitting. An ARP (Adversity Response Profile) questionnaire is used to categorize people into the three AQ personality types. The ARP questionnaire is used to assess a person's AQ. The questionnaire has various questions divided into two aspects. This study used Stoltz's ARP[1], [8].

Online Learning

As a result of the widespread spread of the COVID-19 pandemic, normal operations in some areas have been disrupted. One effect is a slower learning rate in the academic realm. The Ministry of Education and Culture has proposed a number of methods, including a networked approach to learning or distance education. When a course is offered entirely online, it necessitates the use of specialized hardware and software, as well as the development of new pedagogical competencies among instructors. All of the steps in

a completely online course can be completed in an interactive format without ever leaving the computer. The availability of this information facilitates the use of digital resources for educational purposes [13]. The process entails four phases: instruction via digital materials, investigation via online activities and discussion boards, application via online assignments, and assessment via online quizzes and assessments.

This is in contrast to the findings of a study conducted by [14], which suggested that students and teachers could benefit from implementing WhatsApp-based education by forming a WhatsApp group for their class, inviting all students and faculty to join, and then using the group's messaging features to share and discuss course materials and assignments. Through their accounts, students can access course materials and submit homework. That same WhatsApp can also be used for group consulting sessions among students. Students pursuing their education over the internet require resources to access digital instructional materials. For students to have access to media, there must be appropriate facilities and infrastructure in place [15]. Web-based operations like Sevima Edlink or Ruang Guru and any other models given by the training providers, whether for a fee or as a free service, like Google Classroom, etc., can also be used to facilitate online learning. However, for the online learning process to be successful, it is essential that both teachers and students are familiar with all of these models and can engage with one another. Both teachers and students have come to recognize the importance of teaching digital literacy skills, and this demand has expanded beyond the realm of the information and communication technology department [13].

3. RESEARCH METHOD (10 PT)

In the present study, the research methodology employed was a non-experimental, correlational, and comparative design, underpinned by a quantitative research paradigm. The study aimed to explore the Adversity Quotient among students, focusing on four core dimensions: Control, Ownership, Reach, and Endurance. Additionally, the study examined four dimensions pertinent to online learning: Student Performance, Technology, Lecturer, and Self-Regulation. The level of statistical significance for all tests was set at $p < 0.05$. The sample for this research was drawn from two distinct student populations in Malang. The first group consisted of 85 respondents from Malang State University, while the second group comprised 52 respondents from a private university referred to as "Universitas X Malang." The data collection instrument was a validated and reliable questionnaire, which included demographic questions to characterize the sample. Factor analysis was conducted on the instruments using the Kaiser-Meyer-Olkin (KMO) Bartlett's test to assess the adequacy of the sample and the suitability of the data for further analysis.

Following the factor analysis, an independent sample t-test was carried out to test the hypotheses. Additionally, a Two-Way Analysis of Variance (ANOVA) was employed to identify any significant group differences in the adversity quotient, as suggested by Endut et al. (2014). The final segment of the data collection involved a self-assessment questionnaire aimed at gauging individual approaches to adverse conditions.

The results of the study are expected to provide valuable insights into the Adversity Quotient levels of students, as defined by the four CORE dimensions. These findings are further contextualized by examining variables related to online learning, as proposed by Mardiana (2022). Overall, the rigorous methodology and robust statistical analyses ensure the validity and reliability of the study's findings, thereby contributing to the existing body of knowledge on student resilience and online learning efficacy. This comprehensive approach to data collection and analysis serves to enrich our understanding of how students navigate both adversity and the complexities of online learning, offering potential pathways for educational interventions and policy formulation.

4. RESULTS AND DISCUSSION (10 PT)

The Two-Way Analysis of Variance (Two-Way - ANOVA) test describes and explains the collected data so that researchers can figure out the difference between the final scores on the Adversity Quotient Profile Dimensions (student AQP) and Online Learning Dimensions.

Table 1. Descriptive Online Learning Dimensions

Dimension	Campus	N	*Mean*
Student Performance	Malang State University	85	3.9127
	Malang Private University	55	3.6218
Technology	Malang State University	85	3.7568
	Malang Private University	55	3.5120
Lecturer	Malang State University	85	4.0599
	Malang Private University	55	4.0115
Self Regulatory	Malang State University	85	3.4246
	Malang Private University	55	3.1058

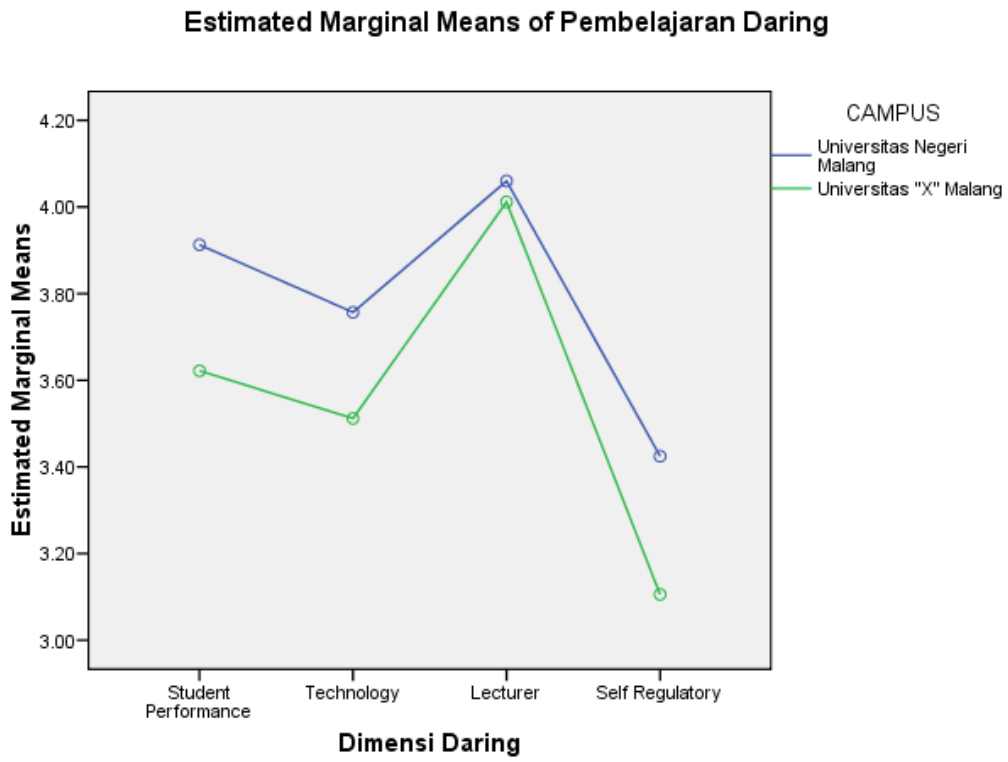


Figure 1. Comparison of Online Dimension Profiles

Table 1 and Figure 1 presents a comprehensive analysis of various dimensions related to online learning across two different types of universities in Malang: Malang State University and Malang Private University. The dimensions examined include Student Performance, Technology, Lecturer, and Self-Regulatory skills. The table also provides the sample size (N) and the mean scores for each dimension. For Student Performance, the mean score at Malang State University is 3.9127, which is higher than the mean score of 3.6218 at Malang Private University. This suggests that students at Malang State University generally perform better in online learning settings compared to their counterparts at Malang Private University. In terms of Technology, Malang State University again outperforms Malang Private University with a mean score of 3.7568 compared to 3.5120. This indicates that the technological aspects of online learning are more favorably rated at Malang State University. When it comes to the Lecturer dimension, both universities show high mean scores, with Malang State University slightly leading with a mean of 4.0599 against Malang Private University's mean of 4.0115. This suggests that the quality of lecturers in online learning is generally high in both types of institutions, with a marginal advantage for Malang State University. Lastly, for the Self-Regulatory dimension, Malang State University has a mean score of 3.4246, which is higher than Malang Private University's mean score of 3.1058. This implies that students at Malang State University are better at self-regulation in online learning environments. Overall, the data suggests that Malang State University tends to have higher mean scores across all dimensions compared to Malang Private University, indicating a generally more favorable online learning experience. The lecturer factor has the greatest average score when comparing the two campuses. This explains why pupils require effective teaching qualities.

Tabel 2 Comparison of Adversity Intelligence Dimension Values Between Campus

Dimension	Kampus	N	*Mean*
Control	Malang State University	85	3.9127
	Malang Private University	52	3.6218
Ownership	Malang State University	85	3.7568
	Malang Private	52	3.5120

	University		
Reach	Malang State University	85	4.0599
	Malang Private University	52	4.0115
Endurance	Malang State University	85	3.4246
	Malang Private University	52	3.1058

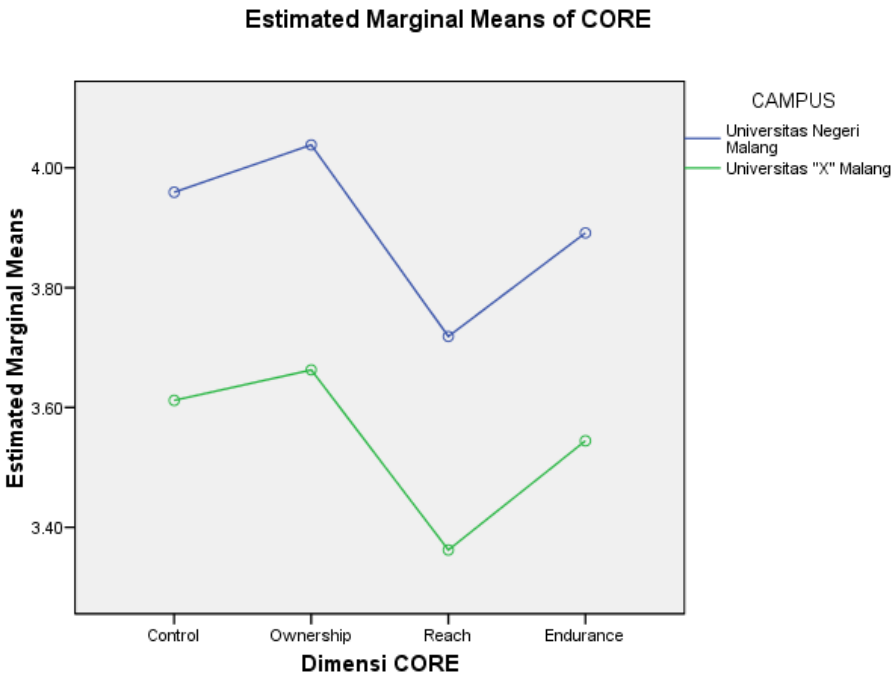


Figure 2. Comparison of Adversity Quotient

Table 2 and Figure 2 provides an in-depth comparison of the Adversity Intelligence dimensions between Malang State University and Malang Private University. The dimensions explored are Control, Ownership, Reach, and Endurance. The table also includes the sample size (N) and the mean scores for each dimension. In the Control dimension, Malang State University has a mean score of 3.9127, which is higher than Malang Private University's mean score of 3.6218. This suggests that students at Malang State University exhibit better control when facing adversity compared to students at Malang Private University. For the Ownership dimension, Malang State University scores higher with a mean of 3.7568, as opposed to Malang Private University's mean score of 3.5120. This indicates that students at Malang State University are more likely to take ownership of their actions and decisions, especially in challenging situations. In the Reach dimension, both universities have high mean scores, but Malang State University has a slight edge with a mean score of 4.0599 compared to Malang Private University's 4.0115. This suggests that the ability to extend one's influence or impact, even in adverse conditions, is marginally better at Malang State University. Finally, in the Endurance dimension, Malang State University has a mean score of 3.4246, which is higher than Malang Private University's mean score of 3.1058. This indicates that students at Malang State University are more resilient and have better endurance when facing adversity.

Overall, the data indicates that Malang State University consistently scores higher in all dimensions of Adversity Intelligence compared to Malang Private University. This suggests that students at Malang State University are generally better equipped to handle adversity in various aspects. For both campuses, the highest score on the adversity intelligence dimension is in the ownership dimension. However, the ownership dimension value at Malang State University is greater than the ownership dimension value at Malang "X" University.

As a result, it is clear that the responders at the State University of Malang have performed admirably, are able to overcome obstacles, and are able to maximize the potential that rises daily. In contrast to the low scores of University "X" Malang respondents. As long as life proceeds pretty smoothly, the

individual is often responsible for navigating it. However, the individual may experience more setbacks or become disheartened by the accumulation of life's difficulties.

The comparison between the two campuses, as shown in table 1 and figure 1, reveals that the lecturer component has the highest average value. This explains why pupils require effective teaching qualities. Moreover, according to [16], in an online learning environment, the teacher (lecturer) must operate as a facilitator, whereas students must actively participate in the learning process and set their own learning pace. However, instructional implementation rather than technology influences the success of learning. Therefore, the teacher's (lecturer's) function is essential and conducive to the success of online learning. The following lecturer elements can influence learning results [17] : technology attitude, technological mastery, and teaching style. By way of professors facilitating online learning systems, for instance. Particularly crucial are the instructor's (lecturer's) abilities and functions, as well as his or her mediation. because severe issues can emerge. An online conference, for instance, might devolve into a monologue of lecture-style content with minimal interaction and response, as well as a haphazard collection of information that confuses and overwhelms participants. To avoid such circumstances, [9], [18] notes that instructors must adopt the paradigm of online teaching, which differs significantly from traditional lecture forms, and become active moderators.

Table 2 and Figure 2 of the aspects of adversity Quotient reveal that the greatest score for both campuses is in the ownership dimension. However, the ownership dimension value at Malang State University is greater than the ownership dimension value at Malang "X" University. As a result, it is clear that the responders at the State University of Malang have performed admirably, are able to overcome obstacles, and are able to maximize the potential that rises daily. In contrast to the low scores of University "X" Malang respondents.

5. CONCLUSION

As long as life proceeds pretty smoothly, the individual is often responsible for navigating it. However, the individual may experience more setbacks or become disheartened by the accumulation of life's difficulties. The Adversity Quotient analysis then employs the AQ Profile® method created by Bautista et al (2016). The AQ Profile® is an oppositional, scale-based, closed-choice questionnaire meant to assess individuals' resilience – i.e., their capacity to respond constructively to adversity – by eliciting patterns of their responses to numerous experiences.

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