



The Relationship of Adversity Quotient and Religious Culture on Students' Academic Achievement

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Abstract

Article Information:

Received

Auguts 29, 2024

Revised

October 22, 2024

Accepted

October 30, 2024

Keywords:

Adversity quotient

Religious culture

Academic achievement

The achievement of students is determined by their efforts. However, students tend to give up easily and become pessimistic when difficulties increase. This study shows that students tend to give up easily and become pessimistic when difficulties increase. This study aims to analyze the relationship between adversity quotient (AQ) and religious culture on student academic achievement in the Islamic Religious Education (PAI) Study Program. This study is a correlational survey study, with a population of 661 students with an average age of 20. The data scale used a Likert scale. The location of the study was Universitas Islam Tribakti Lirboyo Kediri. The study was conducted on second and fourth-semester students from February to July 2023 using purposive sampling techniques. Data analysis used regression analysis. Based on the calculations obtained, a significant relationship exists between adversity quotient and student academic achievement. There is a significant relationship between religious culture and academic achievement. A significant relationship exists between adversity quotient and religious culture on student academic achievement.

INTRODUCTION

Students in society have many roles, including moral, social, and intellectual. First is the moral role. Students must be responsible for the norms that apply in society. Second, social roles. Students cannot live alone because they are social creatures. They must be helpful in social life, not only for individuals. Third, intellectual role. Students should engage with knowledge (Huda & Mulyana, 2017). Ultimately, they will use their intellect to "serve" society. Students respond differently to this primary function (Anwar et al., 2019).

Some students play roles according to their essential functions, so they get excellent academic achievements, while others struggle due to lack of focus and leading to poor performance. The achievements usually align with efforts (Huda & Mulyana, 2017). Students tend to give up easily and become pessimistic when challenges or difficulties develop (Virilia, 2017). This study shows that students tend to give up easily and are pessimistic when challenges or difficulties develop (Herawati, 2013; A. Sari, 2023; Setyaningtyas, 2011; Ulfah et al., 2019). Based on the observations conducted at

the Faculty of Tarbiyah and Teacher Training in the second and fourth semesters of the 2022/2023 academic year, some students have made exemplary achievements due to their efforts. Students who have high fighting spirit can complete their studies on time.

Discussing achievement indeed cannot be separated from discussing a person's intelligence. However, whether or not someone succeeds in accomplishing an achievement depends not only on their intelligence but is influenced by many factors, such as motivation and an unyielding spirit (Chatib, 2009). This is in line with Stoltz, who stated that a person's success does not only lie in their intelligence quotient (IQ) or emotional intelligence (EQ). After conducting research, Stoltz discovered that one of the determining factors for a person's success is the person's entrepreneurial power or what is usually called the adversity quotient (AQ). Stoltz explained that the adversity quotient provides information on how far a person persists in facing difficulties and how capable they are of overcoming these difficulties. AQ also predicts who will be able to overcome difficulties, who will be destroyed, who will survive and give up, who will exceed expectations, and who will fail (Stoltz, 1997). Adversity quotient influences a person's achievement in several fields of study (Asviranti et al., 2023; Fadya & Ruli, 2023; Rokayah et al., 2023; Rustan et al., 2022; Setyobudi et al., 2023; Suryandari & Yuliana, 2023). The adversity quotient is often associated with other variables, for example, achievement motivation, learning independence, and self-concept (Astuti et al., 2023). Other research results explain no significant relationship between AQ and critical thinking abilities (Fuad, 2020; Khusna et al., 2023). The adversity quotient is a person's response to overcoming obstacles or problems. The obstacles experienced and the ability to overcome these obstacles vary from person to person (Juwita et al., 2020). AQ is not an intelligence possessed by students due to genetic factors, but AQ can be strengthened or weakened due to situations or conditions that occur repeatedly, as with Stoltz, who grouped someone based on AQ into three categories, namely quitter (low AQ), camper (moderate AQ) and climber (high AQ) (Stoltz, 1999). AQ depends on the ability of students to participate in their daily activities.

Students' ability to achieve good academic achievement in the campus environment is also greatly determined by the process of integrating aspects of practicing religious teachings (which are related to spiritual intelligence) and habituation in the campus environment (Fuad & Arifin, 2022; Hunaida, 2022; Marliani, 2017). Habituation and practice of daily behavior that is aligned with the religious values taught continuously is what will cultivate well-rounded individuals; on the other hand, inconsistency and lack of synchronization of knowledge about the values of religious teachings obtained by students will create inconsistent individuals (Siregar et al., 2023).

Education today is faced with increasingly complex and diverse demands; this is in line with the development of increasingly advanced science and technology. The rapid progress of science and technology that is not balanced with the provision of religious education materials in educational institutions can reduce the religious values that exist

in students so that the religious values that already exist in students seem not to be used in everyday life. Seeing these problems, the critical thing that needs to be considered by educational institutions is to instill religious values in students so that they have not only intellectual intelligence but also emotional and spiritual intelligence at the same time (Wahidah & Heriyudanta, 2021). Therefore, apart from the role of the adversity quotient, it is also possible to improve academic achievement by creating a religious culture. This article focuses on three problems: (1) is there a relationship between adversity quotient and student academic achievement, (2) is there a relationship between religious culture and student academic achievement, and (3) is there an interaction between adversity quotient and religious culture and student academic achievement?

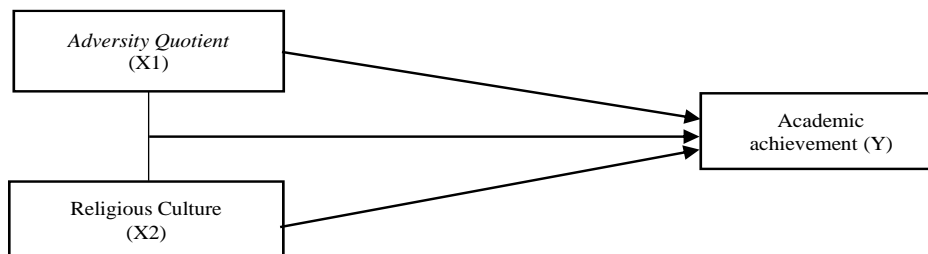
METHOD

Research Design

This research used a quantitative approach and correlation design. Data analysis technique using simple linear regression and multiple linear regression. Simple linear regression is an analysis technique that involves one independent variable and one dependent variable, while multiple linear regression is the development of analysis from simple linear regression formulas (Fuad & Sujianto, 2014; M. Sari et al., 2022).

Figure 1

Relationship Between Variables



Research Process

On average, 83% of Islamic religious education study program students can complete their studies on time. The number of students in each academic year was 240 students. The sample in this research was 236 Islamic education study program students at Universitas Islam Tribakti Lirboyong Kediri, Indonesia. The research was carried out from February to July 2023. Sampling was done using the purposive sampling technique on second- and fourth-semester students. The research process begins with permission from the faculty, followed by data collection by distributing questionnaires to students for the independent variables (cultural religiosity and adversity quotient), while academic achievement used documentation techniques taking data from the faculty.

This research used three instruments: the Adversity Quotient (AQ) and the Religious Culture instrument. Meanwhile, student academic achievement data was

obtained through GPA data that researchers took from the Islamic Religious Education study program. The instruments were specially tested for validity and reliability (Mohd Matore et al., 2019). Trials were carried out in other classes that were not used as research samples.

This study consists of two independent variables and one dependent variable. The independent variables consist of adversity quotient and religious culture, while the dependent variable is student academic achievement obtained through temporary achievement index data. The researcher developed two instruments; this development was carried out to obtain valid instruments.

Researchers developed the adversity quotient instrument using Paul G. Stoltz's theory with indicators: self-control (control), origin and self-recognition (origin, ownership), reach (reach), and endurance (endurance). The researcher made modifications to suit the needs and characteristics of the respondents. The results of the instrument trial of 35 questionnaire items showed that three items were declared invalid, and a reliability value of 0.82 was obtained. Religious culture uses Glock and Stark's theory, with indicators of belief, worship, appreciation, religious knowledge, and practice dimensions (Stark & Glock, 1993). The results of the instrument trial of 35 questionnaire items showed that two questionnaire items were declared invalid, and reliability value of 0.812 was obtained. Instrument trials were carried out in other classes with 38 respondents.

Data Analysis

The data is analyzed first by carrying out a requirements test: normality test and heterogeneity test. Next, the data was analyzed using simple and multiple linear regression by looking at the magnitude of the probability value below 0.05 and the correlation coefficient to determine the magnitude of the correlation (Fuad & Sujianto, 2014). To get the contribution value between variables, use R Square, which is served on Table 1.

Table 1

Contribution Test Between Variables

No	Assessment standards	Category
1	80% -100%	Very high
2	60%-79%	High
3	40%-59%	Fair
4	20%-39%	Low

RESULTS

Research Result

Universitas Islam Tribakti Lirboyo Kediri is a *pesantren*-based campus; 85% of students live in the Lirboyo Islamic boarding school and its vicinity. They are accustomed to various religious activities and living with various problems and challenges in

interactions with fellow students in the Islamic boarding school. These conditions underlie the religious attitude and mental resilience of students in facing life's problems.

Furthermore, the data are presented in several tables. Tables 2, 3, and 4 state frequency data for each variable.

Table 2

Frequency Distribution of Student Adversity Quotient Levels

No	Category	Frequency	%
1	Not enough	1	0.4%
2	Enough	84	35.6%
4	Good	151	64.0%
	Total	236	100%

Table 3

Frequency Distribution of Student Religious Culture Level

No	Category	Frequency	%
1	Not enough	0	0.0%
2	Enough	58	24.6%
3	Good	178	75.4%
	Total	236	100%

Table 4

Frequency Distribution of Academic Achievement Level

No	Category	Frequency	%
1	Not enough	0	0,0%
2	Enough	3	1,3%
4	Good	233	98,7%
	Total	236	100,0%

It can be seen in Table 2 that the highest level of student Adversity quotient is in the excellent category, namely 64.0% with 151 respondents, followed by the adequate category of 35.6% with 84 respondents and in the poor category of 0.4% with one respondent. Table 3 shows that the highest level of student Religious Culture is in the excellent category, namely 75.4% with 178 respondents, followed by the adequate category of 24.6% with 58 respondents and the poor category of 0.0% with 0 respondents. It can be seen in Table 4 that the highest level of student academic achievement is in the excellent category, namely 98.7% with 233 respondents, followed by the fair category at 1.3% with three respondents.

Table 5

Simple Linear Regression Test Results for Adversity Quotient Variables on Academic Achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.903	0.815	0.813	0.17914

a. Predictors: (Constant), *Adversity Quotient*

b. Dependent variable: Academic achievement (Y)

In Table 5, it can be seen that the correlation coefficient (R) value obtained is 0.903. Based on Table 4, the relationship between the adversity quotient and academic achievement is very strong because it has a coefficient of 0.80 – 1.000. This means student achievement will improve if the adversity quotient gets higher. The data processing results from the coefficient of determination (R^2) can be seen in Table 5. It is known that the coefficient of determination (R^2) or R Square value is 0.815. The formula for calculating the coefficient of determination (R^2) is as follows:

$$\begin{aligned} KD &= (R)^2 \times 100\% \\ &= 0,815 \times 100\% \\ &= 81,5\% \end{aligned}$$

The coefficient of determination (R^2) of 0.815 equals 81.5%, which means that the influence of the Adversity Quotient on Academic Achievement is 81.5%, while other variables outside this regression model influence the remaining 18.5%. Then, the processed data from a simple linear regression of religious culture and academic achievement can be seen in Table 6 as follows;

Table 6

Simple Linear Regression Test Results of Religious Culture Variables on Academic Achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.703 ^a	0.495	0.513	.16914

a. Predictors: (Constant), X2

b. Dependent Variable: Y

Based on Table 6, the relationship between religious culture and academic achievement is strong, with a correlation value of 0.703 because it is at a coefficient of 0.60 – 0.799. This means that if religious culture improves, student achievement will improve. The data processing results from the coefficient of determination (R^2) can be seen in Table 8. It is known that the coefficient of determination (R^2) or R Square is 0.495. The formula for calculating the coefficient of determination (R^2) is as follows:

$$\begin{aligned} KD &= (R)^2 \times 100\% \\ &= 0,495 \times 100\% \\ &= 49.5\% \end{aligned}$$

The coefficient of determination (R^2) is 0.495, meaning that religious culture influences academic achievement at 49.5%, while other variables outside this regression model influence the remaining 50.5%.

The processed multiple linear regression data can be seen in Table 7:

Table 7

Multiple Linear Regression Test Results of Adversity Quotient and Religious Culture on Academic Achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.498 ^a	0.275	0.213	5.976

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

Based on Table 7, the R number is 0.498. This shows a moderate relationship between the adversity quotient and religious culture (simultaneously) and students' academic achievement in the Islamic Religious Education (PAI) study program. Apart from that, based on Table 7, there is also a determination analysis, namely looking for the percentage contribution of the independent variable's influence simultaneously on the dependent variable. This can be seen from the magnitude of *R Square*, namely 0.275 (or 27.5%). This means that the percentage contribution of the independent variables (adversity quotient and religious culture) to the dependent variable (student academic achievement) is 27.5%, while the remaining 73.5% is influenced by other variables not discussed in this research.

The third hypothesis analysis from the results of the adversity quotient and religious culture with academic achievement can be seen in Table 8.

Table 8

Anova Adversity Quotient Output and Religious Culture on Academic Achievement

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	79.947	2	39.973	17.119	,000 ^b
	Residual	8321.548	233	35.715		
	Total	8401.494	235			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Table 8 shows that the multiple correlation coefficient is 0.498, and then an f test is carried out based on Table 8, where the calculated *f value* is 17.119. Next, look for the *F table value* and compare it with the calculated *F value*. The formula for finding the *F table* is ($k = n - k$).

Information:

k = number of independent variables (free)

n = number of respondents or research sample

That $k = 2$ (adversity quotient - religious culture), and $n = 236$ samples, so $df = 236 - 2 = 234$. This number is then used as a reference to find out the F_{table} value; the F_{table} value in the number ($df = 235$) is 3.04 (in the F_{table}). It is known that the calculated F_{value} of 17.199 is greater than the F_{table} value of 3.04 or $17.199 > 3.04$. Based on the significance value of $0.000 < 0.05$ by the decision making in the F Test. By looking at the explanation above, the decision making in the F Test, whether comparing the calculated F value with the F_{table} or the guidelines for the significance value obtained the same results or results consistent. This means that the multiple linear regression model can be used to predict student academic achievement, which is influenced by the adversity quotient and religious culture.

DISCUSSION

In the analysis of the first formulation, there is a relationship between the adversity quotient and students' academic achievement in the Islamic Religious Education Study Program. It can be described based on Figure 1 regarding the description of variables. These results show that the adversity quotient variable is in the positive category. This shows that students in the Islamic religious education study program have a relatively high level of fighting power.

The average adversity quotient of students of Islamic religious education (PAI) study program is excellent. This shows that most students in the Islamic religious education (PAI) study program struggle to get the highest GPA. The current focus of students is always optimistic and never give up. The adversity quotient in Islam is the education of patience to have a big soul (Zubaidillah, 2018) because, in the learning process, it cannot be denied that learning difficulties will hinder students from achieving their learning goals. A learning difficulty is a situation where students cannot learn as they are supposed to (Parnawi, 2019). Students who experience difficulties obtaining grades from lecturers have various responses to these difficulties; this can impact a student's interest in learning and reduce their motivation to obtain achievements or grades in the world of education (Farisuci et al., 2019). The adversity quotient is related to learning achievement (Ismawati & Andriyani, 2022; Mayesty et al., 2023; Nabih & Ma'mun, 2023).

The adversity quotient influences students' academic achievement. This means that the adversity quotient variable influences students' academic achievement. The results of the analysis above indicate that the relationship is very strong. This must be maintained for students and must even be further improved. Students with a high level of adversity quotient belong to the group of individuals with strong resilience and overcome any obstacles they encounter in their life and even transform them into opportunities (Nurvita, 2018). So, we often meet intelligent people, even geniuses, who do not get awards. These words have almost become a proverb because persistence and hard work cannot be replaced by anything. (Stoltz, 1997; Stoltz et al., 2008).

A person's adversity quotient level can experience changes influenced by several factors, including competitiveness, productivity, creativity, motivation, learning, perseverance, taking risks, improvement, and embracing change. One way that can be done to increase the adversity quotient is with the LEAD series (listen, explore, analyze, do). This series helps individuals change their thinking habits when facing obstacles and challenges (Suhendar et al., 2021). The adversity quotient can be interpreted as all aspects of life will slowly improve despite difficulties that cannot be ignored. As long as we live, we can climb. Unlike other strategies, we will recognize that the adversity quotient is not a magic bullet. Instead, it is a long-lasting formula based on the fundamental truth that life is difficult, but how we respond and deal with it will determine our fate (Nurmawati & Rosepyanti, 2022).

Analysis of the second problem formulation: there is a relationship between religious culture and students' academic achievement in the Islamic Religious Education study program. The analysis results show that the highest level of religious culture on campus is in the excellent category, namely 75.4% with 178 respondents, followed by religious culture on student campuses in the fair category at 24.6% with 58 respondents. This shows that students' perceptions of campus religious culture form positive attitudes. Positive religious culture has strongly influenced academic achievement and positive (non-academic) content such as self-concept, self-confidence, and aspirations (Firdaus, 2022; Mubarak et al., 2022; Sugianto et al., 2022; Ulfah et al., 2019).

There is a significant relationship between religious culture and students' academic achievement in the Religious Education study program. Religious culture influences students' academic achievement. This means that the variable of religious culture influences academic achievement. The relatively strong regression coefficient can be explained by the fact that student success in achieving academic achievement is determined mainly by integrating aspects of teaching and practice, habits, and daily experiences experienced by students both on and off campus.

Religious culture on campus is crucial because cultivating a well-rounded individual needs good habits in all aspects of human behavior. The role of religious culture can be carried out through habits based on Islamic religious values in all daily activities (Fuad & Masuwd, 2023). These habits can be fostered by positioning the campus as a socio-religious institution; then, establishing Islamic religious activities within the educational institution (campus). Both campuses are institutions where relationships occur through the teaching process, creating a religious culture through the teaching and learning process. The cultivating a religious culture in daily activities can be carried out routinely through mandatory congregational prayers for staff and lecturers during working hours, both *Dhuhr* and *Asr* prayers, as well as encouraging Monday-Thursday fasting and implementing monthly Quranic sermons for lecturers and students. At the beginning of every graduation ceremony (judicium), a joint prayer is always held in the form of *istighosah* and *tahlilan*. Meanwhile, creating a religious culture in the

learning process can be done by making it a habit that every teaching hour must start with reading *al-Fatihah*, then continue reading the Koran together, and after finishing the lesson, close by reading *Hamdallah* together. Then, lecturers must also wear neat Muslim clothing during working hours (Munir, 2017).

The research results show that there are forms of empowerment for campus mosques. Madura University in developing *Rahmatan Lil-Alamin's* Islamic culture includes coaching congregational prayers, lectures (*kultum*) seven minutes after the five daily prayers, coaching Friday prayers, mosque cleaning activities once a week, monthly recitation, *khotmil Al-Qur'an* (the completion of the recitation of the entire Quran) every month, new member cadres, and commemoration of Islamic Holidays (Anam & Marsum, 2022).

Harmony, consistency, or *istiqomah* between the values students receive from the lecturer's teaching in the classroom will lead to good student behavior. Practices that align with religious values taught continuously will create an educational environment that gives birth to complete student personalities and, more importantly, achievers in academic and non-academic fields. On the other hand, the lack of *istiqomah* in practicing the values of Islamic teachings makes students become split personality individuals. So, even though students are used to a religious campus environment, not being accompanied by this practice can make students have no responsibility towards the campus, not to mention if they do not have a motive to carry out campus regulations. Religious culture is the realization of religious teaching values as a tradition in behavior and organizational culture that all campus residents follow (Azizurrahman et al., 2023).

Religious culture has a substantial impact on student academic achievement. Religious culture is an essential factor in determining student success or failure. Mental or emotional development must be given great attention to save future generations. We often meet people who are good at discussing religious laws and provisions but are not motivated to obey them. Therefore, high academic achievement must also be accompanied by the practice of religious culture so that it is balanced.

Multiple linear regression analysis, with the third formulation, shows that there is a relationship between the adversity quotient and religious culture on the academic achievement of students in the Islamic Religious Education Study Program. The *R* figure obtained was 0.498; this shows a significant relationship between the adversity quotient and religious culture on student academic achievement together (simultaneously) with the academic achievement of students in the Islamic religious education study program. Apart from that, the contribution of the influence of independent variables simultaneously to the dependent variable is 0.275 (27.5%), while the remaining 73.5% is influenced by other variables not discussed in this research.

The multiple correlation figures obtained are included in the medium category, although they are still stated to have a significant effect. This can be explained by the fact that ideally, students should be role models based on their knowledge, level of

achievement, and the norms that apply around them and their thinking patterns. Regarding the application of knowledge, students who are indifferent to using the knowledge gained in higher education are stopped in their movements and lack the number of knowledge contributions (Cahyono, 2019; Muna, 2022). Therefore, the adversity quotient and religious culture need to be implemented more contextually so that students are not just mere administrators going through lectures but have a big responsibility to achieve high academic achievements and build this country on a more advanced path.

Good learning occurs when students want to understand something they do not yet understand, so directly or indirectly, it will instill in students the ability to always try and face difficulties. Difficulties brave enough to be overcome and resolved will become an ability and no longer an obstacle. Students with this ability can be said to have an adversity quotient. The students' abilities will be the first step in achieving their goals, especially in mathematics. From the description and research results above, it can be said that students who have a high adversity quotient will be able to overcome the obstacles in front of them and achieve achievement in their studies.

Religious culture is a significant part of the value. Values are the foundation for realizing a religious culture. Without solid values, a religious culture will not be formed. The values used as the basis for realizing a religious culture are religious. Religious values (religiousness) are one of various classifications of values. Religious values originate from religion and can penetrate the intimacy of the soul. Religious values need to be instilled in students so that they act. Students with a religious culture and adversity quotient will have their academic achievement impacted. They have good fighting power supported by good religious values that will form a sound generation in the future.

This research is limited because it only relates student academic achievement to religious culture and adversity quotient variables. Other factors influence student academic achievement and require further study, especially in Islamic boarding school-based universities. For example, sincerity, laughter, blessings, and other aspects are values in Islamic boarding schools.

CONCLUSION

There is a relationship between the adversity quotient and students' academic achievement in the Islamic Religious Education Study Program. This means that the adversity quotient variable has a very significant influence on academic achievement. Students who can overcome learning difficulties well have good academic abilities.

There is a relationship between religious culture and students' academic achievement in the Islamic Religious Education Study Program. This means that the religious culture variable has a sufficient influence on academic achievement. This means a campus environment with an excellent religious culture contributes to academic achievement.

There is a significant relationship between the adversity quotient and religious

culture and students' academic achievement in the Islamic Religious Education Study Program. The percentage contribution of the independent variables' adversity quotient and religious culture to the dependent variable academic achievement is sufficient.

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